

# Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS & SCHOOL METHODS

As mountain travelers at some resting place  
Are fain to pause, their distant path to trace,  
Bathed in the purple haze, their eyes yet scan  
The clustering homestead where that path began.  
The joyous stream that slaked their eager thirst,  
The turning point whereon their vision burst,  
A world of glory, never dreamed before—  
E'en so the New Year bids us pause once more.  
Sweet memory's softening influence to feel,  
While at the wayside cross she bids us kneel:  
Then with brave hearts serene heights ascend,  
Where sunlight and deep peace forever blend.

## SOME THOUGHTS FOR THE NEW YEAR.

The beginning of a new year gives pause for thought, recollection and resolution to religious teachers as well as to those of the world who need it much more. In this connection we can present nothing more appropriate than the following words of Rev. Mother Theodore, foundress of the Order of the Sisters of Providence, and a religious of great natural gifts and supernatural virtues:

"We are beginning a new year. How many saw the first of the year just closed, but did not see the last! O did we but understand how short time is! What remains to us of our past years? Have we kept any of them? They have passed, and all has passed with them—our joys, our pleasures and our satisfactions, as well as our sufferings and our pains. Tell me now, dear daughters, do you not feel more joy in the recollection of your efforts and your trials in the service of God than in the recollection of desires indulged?"

There have been in our midst two who have died the death of the just; two exemplary lives have been closed by a truly holy death. They were young and strong; nevertheless they have been chosen as the first victims. You cannot trust, therefore, in your strength nor your youth. Perhaps the strongest among you will be the first to be called away. When the summons comes how pleased we all shall be to have suffered something for God. Commence the new year, then, with courage. Offer to our divine Lord all your little difficulties and pains. I say little, for you well know that you have nothing great to suffer; some disobliging words, a slight want of attention, a reproach, deserved, perhaps; a little fever or sick headache, this is about all, generally, that we have in the way of suffering.

"But howsoever slight our trials may be, they can merit for us the kingdom of heaven; for what He asks of us is only the heart. We should offer all our actions to God in union with the sufferings and merits of the infant Jesus shedding His precious blood, offering it to His eternal Father for us and receiving the name Jesus. How well that name becomes Him. He has been truly our Saviour. Oh! let us love that sweet Savior of our souls; if we offer to Him all the love of our hearts, with the little afflictions that He may send us, ours will be a good and happy year."

## CITY STUDY IN THE SCHOOL.

Mrs. Allen Flagg Young, superintendent of the Chicago public schools, has come to the conclusion that the school children of the city ought to know something about the community in which they live. Evidently, she considers ignorance of the simplest municipal affairs such as recently disclosed in the New York schools a disgrace to a public educational system.

Beginning with the new year Mrs. Young will introduce into the eighth grade of the Chicago schools a systematic study of the history, resources, industries and government of that city. In consultation with the district superintendents the course has been carefully planned so

that the subjects may be readily grasped by the young folks.

Some time ago the study of algebra was dropped from the eighth grade, where it had about as much business as a course in metaphysics, and this Chicago course will take its place. That the children will not object to the change goes without saying.

Rightly conducted, this study of a city should have not alone the value of imparting information on a live, practical subject but it should result in more enlightened citizenship and consequently a better governed city.

The Chicago Tribune says that "it is a course which might be taken advantageously not only by the children of the schools but by the men of the city," so woefully lacking is the knowledge of the average man with respect to the government and the possibilities and needs of his city. The idea is one that might be followed to some extent with profit to the pupils in higher grades of other large cities.

## A PLEA FOR OUR TEACHERS.

In a recent number of the Rosary Magazine Sister Imelda, O. S. D., a teacher of wide experience, writes wisely and practically on the benefits of medical inspection and general hygienic reform in parochial schools. She devotes most of her article to a plea for the pupil, but we are glad to see in a concluding paragraph this pertinent and opportune suggestion in behalf of the teacher:

"Glancing over the mortuary tablets of some of our large communities, we find that young Sisters engaged in our parochial schools succumb very early to the ravages of disease. Now, why does it so happen? Undoubtedly this evil is the result of a short sighted policy held by many pastors, who make too great demands on the health and strength of these youthful members of our religious houses. Naturally diffident because of their inexperience, they worry a great deal, and the nervous strain incident to maintaining discipline and awakening the dormant intellects of a hundred or more boys and girls for five days of the week ought to be relaxed by repose on Saturday and Sunday. They should not be expected to clean the church, train the choir and give concerts to pay their own salaries. When our people can see the matter in this, its true light, and shall begin to conserve the energy and strength of the flower of our religious sisterhoods, then, and then only, will the supply of teachers for our parochial schools be equal to the demand."

## DON'T FORGET THE FIRE DRILLS.

There was an illustration last month in New Orleans of the value of the fire drill in schools. A man on the street saw that the attic of a school in which there were 400 little girls was ablaze, and he had the sense to notify a teacher without making any fuss about it. The drill signal was sounded, and the children knew nothing about a fire until they saw it from the street.

Obviously, the danger of fires in school buildings is greatly increased during these winter months. If a fire occurs during school time, either in the school itself or in adjoining buildings, the chief danger arises either from panic among the children, or from the invasion of the premises by the parents and others outside. Direct danger is not to be feared when a school can be dismissed orderly and expeditiously. It is therefore very necessary that every class be made thoroughly familiar with some affective dismissal drill. Fire drill, at least once every three months, should be put to the test for the whole school simultaneously.

It is customary to have, for fire alarm purposes, a gong or whistle of unusual tone, that can be heard throughout the school. Teachers should have their classes

instructed to recognize this signal without disorder. At a tap of the desk bell the whole class should stand, and at another tap the rows should file out at a quick pace. In large schools, where there is more than one staircase, the classes which are to go down each must be predetermined. The teacher should see that the whole class leaves the room, that none stop for books or wraps, for the purpose of the fire drill is to save lives, not property. In some places, to make sure that all escape, teachers are required to take the class register with them, and call the roll of the class after exit is made from the building.

### THE HOLY INFANCY—JANUARY DEVOTION.

The month of January is dedicated to the Holy Infancy of Our Lord. We contemplate the Blessed Infant in order that we may learn holy lessons for the year. What are these lessons? The goodness of God toward us—the mercy and kindness of the child Jesus for us; for His infancy is infinitely meritorious before God, and all grace among us. We should be like children in our confidence in God, who has created us and will not inflict upon us greater trials than we are able to bear.

The feast of St. Agnes, virgin-martyr, celebrated on Jan. 21, is of special significance for Catholic youth, and may be made the subject of a talk on reading to the class by the teacher. St. Agnes was a Roman virgin and martyr, and was beheaded when only twelve or thirteen years of age, during one of the persecutions which the Christians suffered at the hands of the Roman emperors. Pope Damasus, in a panegyric of the saint, says that she steadfastly suffered the martyrdom of fire, giving scarcely a thought to the frightful torments she had to endure. Constantine the Great erected a magnificent church in her honor at Rome. Since the Middle Ages, St. Agnes has been represented with alamb, the symbol of her virginal innocence.

### TO THE INFANT JESUS.

O Infant Jesus, Child Divine!  
We consecrate our hearts to Thee!  
To burn our souls with zeal like Thine,  
So deep in its intensity.

Thou art our King, our hearts shall be  
Sweet Jesus, ever true to thee.

—2—

O let Thy weakness be our strength,  
Thy lowliness our only stay;  
O let Thy ardent love for souls,  
Grow in our hearts from day to day.

Thou art our King, our hearts shall be  
Sweet Jesus, ever true to Thee.

—3—

Let every labour be for Thee,  
For Thee each sorrow and each pain;  
For Thee each joy, each happiness,  
For Thee each little soul we gain.

Thou art our King, our hearts shall be  
Sweet Jesus, ever true to Thee.

**Catholic Schools Gain Over Public.**—The St. Louis Watchman says: "The attendance at the public schools in this city was this year 600 less than last year, while the Catholic schools opened to 1,600 of an increase." The same condition exists everywhere, indicating that Catholics are coming to a full sense of their duty in the education of their children.

It is reported on good authority that the Apostolic Delegate to the United States, Most Rev. D. Falconio, will soon be made a cardinal. Inasmuch as His Excellency became an American citizen many years ago, and has spent the best years of his life in the service of the Church in the United States and Canada he would be in all respects an additional American cardinal. In the early years of The Journal the Apostolic Delegate recognized its value as a real help and incentive to Catholic school teachers and he sent to it a message of encouragement and a special blessing, concluding with the words. "This magazine so deservedly praised and so highly recommended by many Bishops of the United States will certainly be of great advantage to our Catholic schools."



### Humor of the School Room.

#### HISTORY AT THE DISTRICT SCHOOL.

The new teacher glanced smilingly over the school, and was delighted to see so many bright young faces among her new charges.

"Now, children," she said, opening her history book, "we will run over history so that I may find out what you know. Willie Perkins, you may tell me why Washington crossed the Delaware."

"Ahum—erwhy, now, er—ahum," began Willie—"why, becuz—"

"Because what, dear?" asked the teacher.

"Becuz he couldn't go under it," said Willie.

"Dear me! Willie, what an answer!" ejaculated the teacher. "Polly Hicks, you look like a bright little girl. Why did the father of his country cross the Delaware?"

"Pleathe, mim," replied Pollie, "I gueth it wath becuth the Hudthon wath too far away for him to croth that."

"Mercy!" cried the teacher. "Really, you will all have to stay in this afternoon and study your history. I will now test you on arithemtic. Maggie Wilkins, if I were to divide three bananas among seventeen boys, what would that be?"

"A riot," said Maggie, speaking up like a little drum-major.

"Possibly," said the teacher, "but that is not what I mean. Tommy, you may take the question. Three bananas among three boys—that would be one banana apiece for each boy. Now three bananas among seventeen boys would be what?"

"Three bananas, mam," answered Tommy.

"I know, but three into seventeen is—" said the teacher.

"Three bananas would go into seventeen boys once and none over," said Tommy, confidently.

It was then that the new teacher resigned.—Harper's Weekly.

#### SHE CAN'T SEE WHERE HE GETS IT.

The "bad boy" had been very bad—and it seemed the only thing possible for his reformation was allopathic doses of "Hickory Tea."

The good, little teacher hesitated, for she knew a wee bit about the law. So before administering Solomon's recipe, she sent for the "bad boy's" mother.

In a few well-chosen, professional words, and for aught I know tone, the "bad boy's doin's," were made manifest.

"Now, teacher, don't bother yourself goin' over his badness to me. I know him like a book. He's the worst boy in the neighborhood, and has the ugliest temper you ever saw. And I don't see where he gets it. Why, only the other day, he made me so mad at the dinner-table, that I threw my knife at him—and" (this last with pardonable pride) "just missed hittin' him square in the eye. So you just lick him and lick him hard. I'll be terrible thankful to you if you get that ugly temper licked out of him; for I can't see where he gets it."

"She can't see where he gets it," mused the teacher. And somehow "Hickory Tea" doesn't seem to be such a very powerful antidote now.

He was an inspector of schools, and he was testing the knowledge of the class on the values of coins. He pulled out a half dollar, threw it lightly from one hand to the other, and asked a pupil, "Well, what is that?"

"Heads, sir," said the boy.

Teacher—Charles, tell what you know of the Mongolian race.

Charles—I wasn't there; I went to the ball game.

There is a small matter which some of our subscribers have seemingly forgotten. To us it is necessary in our business. We are very modest and do not wish to speak of it.



## Some Present Problems of Our Catholic School System

By Rev. P. R. McDevitt, Superintendent of Schools, Archdiocese of Philadelphia.

Although our parish school system has been, for many years, on an effectively working basis, it presents many problems, the solution of which would tend to further its development and greater efficiency. Nor are these problems to be found with us alone; all systems of education are confronted, from time to time, with similar situations. In spite of the experience of centuries, and the progress made in educational matters, questions of vital importance as to administration, principles, and methods still await a final settlement. The difficulty of arriving at definite conclusions is accentuated because of the diversity of opinions among educators and the rapidly changing conditions in our social and industrial life.

The changes in industrial conditions have affected the home and have eliminated many forces which had a large part, though perhaps not recognized as such, in the education of children. The home and school to-day face situations far different, and far more exacting, than did the homes and schools of the past. The problem becomes more involved, especially in the large cities, because of the immigration from the Old World. The readjustment, or the modification, of our school system, in order that the right education of our children may be assured and wisely protected, is thus both difficult and complicated. These facts should be kept before us whenever a judgment is pronounced upon the work of the modern school. That the evidences of efficiency are not always satisfying may be readily admitted; although it is not likely that they are inferior to those manifested in the schools in bygone days.

In order that a just judgment may be formed of the work of the schools of the present day, one should bear in mind the practical impossibility of learning precisely the character of the work done in the schools of the past, and the unreasonableness of comparing schools under such wonderfully different conditions; all, therefore, who would study the progress of our education should be slow and conservative in drawing conclusions.

### Secondary School Difficulties.

Foremost among the questions that arise in the minds of those who give intelligent thought to the wider development and better adjustment of our Catholic school system, is the relation our elementary schools must bear to the secondary. It is universally conceded that the supremely important work of the Church in America is the right education of her children; and this not only of her children in their tender years, but as much, nay even more, of those of maturer growth. Indeed, if any distinction at all be made, it should be in favor of the boys and girls who, at the crucial period of life, pass from the elementary to the higher schools which are to impart their deep and lasting impressions for the duties and responsibilities of manhood and womanhood.

In much hardship, in the face of prejudice and intolerance, with little means and few resources, the Church, in her early years in these United States, labored to secure for her little ones the priceless blessings of Christian education. In a large degree, the struggles of this pioneer period are over; the humble beginnings of sixty or seventy years ago have grown into a system of elementary schools as far spread as the limits of our country itself. In some parts, where the "day of small beginnings" still exists, the opening of elementary schools is the all important work; in Philadelphia, and in many other dioceses, a stage has been reached in which the problem of the formation of Higher Schools is insistent and imperative. That the great majority of the parents wish to give their children the benefit also of higher education, is evidenced by the increasing number of pupils who, year by year, strive to enter our High Schools. \* \* \* \*

We must face the situation frankly. If there is an appreciation of its seriousness, the difficulties can be overcome. There is one way and only one way to meet the difficulties; and that is to act in conformity with the unqualified teaching and the immemorial policy of the Church. The higher education which eliminates or minimizes the claims of religion is as foreign to her laws as to her mission. The "State Schools" with their purely secular, and often sectarian curriculum, can never meet her requirements. Since this is true, then necessarily and logically the Church must provide such schools as will give all that the State Schools give of secular learning, and, in addition, the elevating and preserving leaven of Catholic truth.

### Backward Children.

The following quotations bear upon a subject that is receiving widespread attention and special consideration, namely, the condition of children who are classified as "Backward Children":

During the past decade it has been increasingly realized that the education of children who are defective in body, mind, or morals is a matter of great importance to the future of the State. Extensive studies carried on in Great Britain have shown an alarming amount of degeneration. Definite and extensive steps looking toward the care of defective children have been taken in many civilized countries; but the crux of the matter does not lie in the care of these unfortunates. At most they do not constitute more than one or two per cent of the school population, and it does not appear that any considerable fraction of them can ever be educated so as to become independent members of the community.

The greater problem lies in the very much larger class of those who, while they are not defective, do not keep up with their fellows. These, constituting from five to fifty per cent of our school population, can become either failures or successes according to the influences that are brought to bear upon them during their early years.

In his report for 1904, Dr. William Maxwell, City Superintendent of Schools of New York, called attention to the fact that a large number of pupils (39 per cent in the elementary grades) were shown by his tables to be above the normal age for the grades they were in. \* \* \* Many causes were assigned in explanation of the conditions thus revealed. Among these some of the more prominent were the constant influx of non-English-speaking children, the enrolling children in the first grade at a comparatively advanced age, the slow progress of children on account of physical defects and weakness; inefficient teaching, unsuitable courses of study, and the shifting of children from school to school by reason of the frequent changes of residence of their families. ("Laggards in Our Schools"—Ayres.)

While we have no statistics that show definitely the number of backward children in our parish schools, a personal though limited investigation has shown conclusively that the evil in this matter is of greater proportions than many suspect or believe. The data tabulated in the latest authoritative book on the question, "Laggards in Our Schools," while neither complete nor exhaustive, are both startling and illuminating. They clearly indicate the duty incumbent upon all who are responsible for the education of our children, to learn the actual conditions, study their causes, and apply to them every possible remedy.

### Some Remedies.

It is easy to point out the evils, but the application of effective remedies is always beset with difficulties. Still, while thoroughly corrective measures may not be possible, much can be done in the way of improvement,



provided there be an understanding of the evils, and a keen, tender sympathy with retarded or backward children, who are the most helpless and the most worthy of intelligent consideration.

The suggestions heretofore made on this subject may well be repeated with profit in this year's Report:

1. Every effort should be made in school to have the closest and best classification possible.

2. Special attention should be given to the pupils who fall behind in their grade, in order to discover the cause and to apply the best available remedy.

3. Intelligent, systematic medical inspection of the school should be an important factor in preventing certain evils, and in eliminating others. It has been demonstrated, time and again, that the removal of physical defects helps toward the unfolding and developing of a child's intellectual powers.

4. The children should be placed under such care that they may enjoy the treatment suitable to their physical and mental condition. Very often, children who make no progress in the ordinary school (where much of the teaching is, of necessity, in the mass) respond in a gratifying manner to special training.

5. There should be a radical correction of the overcrowding evil. Whatever excuse there may be for our inability to provide special remedies for the backward children, in nearly every case the overcrowding in our schools can be corrected, if there be a sincere desire to do so.

This evil has been mentioned in almost every annual Report. In some instances it has received consideration, in others, little or no attention has been paid to it.

This is the most lamentable because, not unfrequently, non-essentials about a parish establishment are carefully looked after; while, on the other hand, those things that concern the health of both teachers and pupils are made to assume a secondary importance.

It is both a hardship and an injustice that a child who is backward in school work should have to live his life a failure, because of defects that could have been remedied, but either were not recognized or were ignored as beyond hope of cure.

#### Suggestions of the C. E. A.

The recent convention of the Catholic Educational Association, held in Boston, July, 1909, adopted the following resolutions in the Parish School Department:

As an important aid in school discipline, class teaching, character observation, and history making, we urge the keeping, in a simple manner, exact and systematic records of the physical, mental and religious status and progress of each pupil; of school-statistics relating to the essential features of school management; and of all incidents providing material for the complete history of Catholic Schools in our country.

That we join heartily in the effort made by religious and by educational bodies and better class journals to suppress the current type of colored comic supplements to Sunday newspapers, which we consider subversive to correct taste, and gravely injurious to the spirit of filial piety and respect for elders that teachers should foster in their pupils, and we earnestly urge Catholic parents to co-operate by word and example in the extermination of the evil.

The first resolution refers to an important detail of administration in our schools that is often partially or totally overlooked by pastors and teachers. It concerns the careful and systematic recording of all data concerning the life of a school. The neglect in this matter becomes painfully evident when an attempt is made to gather full and accurate information that will aid in forming a sound and safe judgment as to certain aspects of our educational system, or as to the value of old models of procedure in our schools, or the need of new ones. No thoroughly effective study of our parish schools, much less an intelligent supervision of the system, can be possible, unless data pertaining to certain facts are obtainable. On this point it should be said that the opinion of an individual teacher as to the needlessness and uselessness of such records should not be allowed to interfere with regulations that give special directions as to the facts that should be tabulated in regard to the children under our care. The wisdom of recording faithfully the special incidents in the life of the school has long been demonstrated. Those who write the history of the Church in

the United States or the history of a parish, of a school, or an institution, are always lamenting the poverty of material, and the inaccuracy of the little that has been preserved from the past.

We should profit by our lessons that our brief experience in the United States has already taught us on this point. Today, in our own Archdiocese, as well as in all other parts of the Union, churches, schools and institutions are coming rapidly into existence. With rare exceptions, these early efforts of Catholic life in a community are like the "Mustard Seed" of the Gospel. We know from the past that, like the "Mustard Seed" that fructified into a magnificent tree, these beginnings, with their struggles and trials, mature into mighty forces for the upbuilding of the Church and the good of humanity. No effort, then, should be spared to preserve fully and completely the precious details of the instructive and edifying story of the development of the Church in these United States.

The second resolution of the Parish School Department points out a public, scandalous evil for which certain Sunday newspapers are largely responsible. The illustrated Sunday supplements of such publications, by a coarsening and vulgarizing process, neutralize the efforts of the school to teach the child polite and cultured manners, and to give him a correct knowledge of the right use of his own language. In addition to this lamentable evil, it is teaching, in an objective and sadly effective way, filial irreverence and unchristian conduct. A righteously indignant public opinion alone can check the evil, and this our teachers can do much to arouse.

(To be continued in our next number).

#### SCHOOL DEFICIENCIES.

Teachers and school officials who wish to have their pupils show up well in the business world, may profit by an examination of the following table.

In reply to the query, "In what respect do you find public school boys who enter your employ deficient?" Three hundred and forty-two answers from business men were received as follows:

Deficiency noted.	No. of complaints.
Arithmetic alone .....	37
Arithmetic and English .....	12
Arithmetic and writing .....	14
Spelling alone .....	19
Spelling and grammar .....	18
Spelling and composition .....	10
Spelling and geography .....	5
Penmanship alone .....	19
Penmanship and English .....	16
Penmanship and arithmetic .....	14
Penmanship and reading .....	1
Practical business methods .....	15
Lack of general information and knowledge of current events .....	4
Punctuation .....	2
Lack of politeness .....	23
Lack of power to "hustle" .....	22
Lack of application .....	16
Lack of concentration and prompt obedience .....	15
Lack of thoroughness .....	11
Lack of responsibility .....	11
Lack of discipline .....	9
Lack of carefulness .....	7
Lack of attention to business .....	7
Lack of system .....	6
Lack of ability to execute orders .....	5
Lack of punctuality .....	5
Lack of common sense .....	5
Lack of accuracy .....	5
Lack of ability to face new problems .....	3
Lack of brain power .....	3
Lack of attention to details .....	1
Lack of economy .....	1
Lack of truth .....	1
Do too little—talk too much .....	4
Watch the clock .....	3

It should be understood that the figure after each deficiency named represents the number of men who noticed among the public school boys that particular deficiency in a degree that made it overshadow other deficiencies. Of the replies quoted almost half indicate a defect in one of the "three R" studies.—Charles Culver Johnson in *The World's Work*.



# Religious Instruction

## RELIGIOUS INSTRUCTION.

By Rev. Edwin V. O'Hara, Portland, Oregon.

Our schools will be judged by the public with reference to the efficiency of their teaching in the branches of knowledge not distinctively religious. But our schools are not sustained primarily for the imparting of secular knowledge. Their reason for existence is to be found in their well-defined aim of training the youthful mind and heart under the influence of Catholic truth. Hence the real success of our schools will be conditioned chiefly by the efficiency of their religious training. And in so far as religious training involves something beyond the "Catholic atmosphere" and practices of piety, its efficiency will largely depend upon methods of instruction which will arouse the interest and attention of the child, assist him in the development of a "right conscience" and stimulate him in the lines of healthy spiritual activity.

The first requisite for such religious instruction is of course a teacher who has an intelligent grasp of Catholic teaching and whose life is a serious effort to translate that teaching into character and conduct. For after all, as Cardinal Newman points out in a celebrated sermon, "Personal influence is the greatest means of propagating religious truth." From this standpoint our schools are well equipped. Our religious, vowed to a life of perfection, and keenly alive to the necessity of a thorough mastery of Catholic teaching, provide us with teachers well adapted to the work of religious instruction.

That we have not been so happily circumstanced in regard to textbooks of religious instruction is only too evident. Fortunately, however, the last few years have witnessed an earnest effort to construct textbooks of religion along lines dictated by generally accepted pedagogical principles. The application of these principles may be seen in the excellent series of manuals now in use in the schools of the Archdiocese.

Perhaps the most important principle in pedagogy is that instruction must be accommodated to the stage of development of the child's mental powers. This would seem to be quite an obvious truth. And indeed its consequences have long been recognized in practically every branch except religious instruction. The child mind naturally begins with the concrete and gradually rises to more generalized concepts. To begin a lesson by memorizing a theological formula and then to proceed to analyze its meaning is the exact reverse of the natural method. The formula should be memorized, but not until the child has been led to some apprehension of the truth by the presentation of concrete examples, illustrations and analogies. Only then will the truth have any interest for the child.

Vividness of presentation, again, is important if a truth is to be definitely impressed on the child's mind. Nothing could conceivably be duller than a page of questions and answers unrelieved by a picture or a story, and gotten out in the unattractive form characteristic of cheap catechisms. In this connection it would seem timely to insist that the life of Christ should be made the center of all religious instruction. Here the logical order is also the psychological. The Incarnation and Redemption will serve as a starting point from which to develop all the other doctrines of Christianity. And, what is even more important pedagogically, the life of Christ is a concrete and vivid presentation of the principles of Christian living which maintains a perennial interest for all who study it. By a skillful use of the Gospel narrative, the teacher can lead the pupil to arrive for himself at the truths set forth in the catechism, and thus while the instinct of discovery keeps interest at white heat, the pupil will receive motor as well as sensory training.

It is in this last-mentioned feature that a class in religion is differentiated from a class in elementary theology. Religion is very largely a matter of life and conduct. Hence religious instruction that simply neglects

motor training is about as useful as a correspondence course in mechanical engineering would be to one who wished to be fitted for practical work. The acquisition of correct habits is inseparable from motor training. Habit may almost be defined as the process of associating definite action with a sense impression or with an idea. Hence in the teaching of religion the child must learn to express in conduct the content of his daily lesson. He learns that he has been made to serve and love God. He must do things that show love and obedience to God, e. g., he will bring flowers for the altar to show his love of God; he will be punctual in attendance as an act of obedience. He learns that Christ was kind and gentle. He must perform definite acts of self-restraint in his dealings with his comrades. This is not to be taken as meaning that a child is not to be taught to do things until it can understand the why and wherefore. Quite the contrary. But in the proper scheme of religious training every item of instruction imparted should be made to have some bearing on action—on conduct and on life.

## THE TEACHING OF CATHECHISM IN THE GRAMMAR GRADES.

Rev. L. W. Mulhane.

The literature on how to teach Catechism is so extensive that no one can hope to say very much that may be new on the subject, hence I will endeavor to suggest a few thoughts—throw out a few hints on how not to teach Catechism. Bishop Bellord in his "Religious Education and Its Failures," says: "It would appear that the arena of the Church's conflict is no longer the General Council or the Legislature or the battlefield or the tribunals of (in)justice or the pulpit, but the school room; and that the chief cause of the leakage is the imperfection of our systems of religious instruction."

Why do so many fall away from the Church and the practices of their religious duty is a question often asked and never sufficiently answered—unless you reply inadequate and insufficient religious education. . . . We must place in the minds of our youth in a substantial manner the truth of our holy faith. . . . Why is it that you can find gray-haired men and women, whose early opportunities for education were very slight, well posted concerning the fundamental dogmas of the Church; while many of those who have had the advantages of a parochial school training are very deficient in a practical knowledge of their faith. Those who are familiar with the initiation ceremonies of the Knights of Columbus, which I beg to say I am not, are authority for the statement that many Catholics of the younger generation do not know the little catechism and to save their lives can not name the seven Sacraments. This is the condition—now for the remedy. Dooley once remarked: "Hennessey, you can lead a boy to the door of a college, but you can't make him think." You may succeed in having a child learn by rote word for word every page of the Catechism, but that is not teaching the child Catechism. The range of my subject is limited to the Grammar Grades—including the general age of first Communicants and the year or so after. Practically this is all the direct Christian teaching the bulk of our youth receive. At present, the number of those whom we can hope to keep at school after the Grammar Grades is very small—hence the importance of laying the foundation well in the minds of the children.

### Impressing the Meaning of Religion.

We must try year by year as the child grows to impress its mind with the meaning of religion—so that the child may love it—because it realizes what it is. The most serious error is the almost universal custom of compelling the mind of the child to memorize page after page without inculcating in the mind of the child a single new idea. For the youthful mind—association of ideas is the

most natural means of placing new ideas into that mind—and we must not strive after novel association of ideas, but common every day ones. The child's mind loves companions, the child among its first expressions learns to say—as sweet as sugar, as hot as fire, etc., it is a natural, unforced way of gaining the child's attention. Our Lord's parables are a good example to follow. He chose the things of every day life—subjects that were familiar—the things of nature, the sun, the stars, the fields, the grass, the wheat, the shepherds and drew His lessons from them. In a similar way, the child's mind must be led from the things of earth to its God. The child must be aided by the teacher to form some notion of what the Catechism wishes to teach him.

A vigorous writer on this subject recently remarked: "Faith cometh by hearing and not by asking Catechism questions." A little lad once asked by a visitor to the school to give his idea of the difference between original sin and actual sin, artfully replied: "Original sin is what we was borned in—and the other is what a fellow does hisself." While not exactly grammatical or theological, I do not think we could accuse the lad of heresy or even of a mild form of modernism. He had the germ of the correct idea—and best of all expressed it in his own language. His teacher corrected him by saying original sin is the sin we inherit from our first parents and actual sin is the sin we commit ourselves. These two words (inherit) and (commit), were not in Johnnie's vocabulary and hence conveyed to him no idea. If Johnny broke some rule of the school very likely he would say: "I did it—not I committed the fault." The same lad came very near a good definition, when he said a mortal sin is a big one, and a venial sin a little one; asked to give an example, he naively replied: "To steal a thousand dollars would be a mortal sin, to steal a penny would be a venial sin."

#### Simplicity of Language.

To get the idea into the child's mind in such a way that the child can express it in his own way is the root of all true catechetical instruction. Years ago, some Catechisms had one of the sins against the Holy Ghost named as "Impugning the known truth." This word impugn while good English is not a very common one. I do not think I have noticed it in current literature more than two or three times in a year—once evening before last in a book notice by Dr. Walsh of Fordham in the last number of America. One lad reciting his lesson gave it out as *im-pug-ging* the known truth—asked what it meant, he replied: "Punching a fellow for telling the truth about you." His young mind had of course to be corrected, but what of many other words that are absolutely meaningless, to the children. Reply may be made—but they are in our text books, what shall we do? Have the children memorize, of course, but it is incumbent on the teacher to explain and simplify the words. In making these comments, I must of necessity cast some criticism on our Catechetical manuals, but we all, I am confident, admit that they are open to such. Why should we make the child in answer to the question, How many persons are there in God, reply: There are three persons in God. It is unnatural. If the child is asked how many brothers have you, he will say two or three and not—I have two brothers. The best authorities deprecate such useless repetition. Bishop Bellord puts it well when he says: "Some teachers put the Catechism before their classes in such a way that the intellect receives and reproduces the impressions, i. e., the ideas, while others only place in the child's mind impressions of sounds and tongue motions." Many of our catechetical books and their explanation of Christian truths remind one of the tilt between two great lawyers, one of whom had a gorgeously verbose style, while the other's was crisp, vigorous and meaty. Coming into court one day, the verbose lawyer was noticed by his friend to have his ankle bandaged and walking in a limping manner. Instead of replying to the query of how he injured his ankle by saying, "I fell from a gate," he said in his usual roundabout way, "I was taking a romantic ramble in my brother's garden and on coming to a gate I discovered that I had to climb over it, by which I came into contact with the first bar and grazed the epidermis of my ankle, which has caused a slight effusion of the blood." "You may thank your stars," said his friend, "that your brother's gate was not

as lofty as your style of speech or you would have broken your neck."

#### Use of Different Sense Impressions.

One means of aiding the young mind to retain the impressions the teacher desires to convey is to write out on the blackboard general divisions of the subjects on the principle that the ear will be aided by the eye. A recent scientific lecturer tells us that while we are using the ear listening, we are resting the eye, while using the eye, we are resting the ear. For example, put on the blackboard the word God in this way:

God { Father,  
Son,  
Holy Ghost.

Then you can tell the pupils about the Unity and Trinity of God. They see the words as well as hear your explanation and both senses, eye and ear, will aid in the work of impressing on the mind the idea you wish them to retain. Take the word:

Sacrament. { Baptism.  
Confirmation.  
Penance.  
Holy Eucharist.  
Extreme Unction.  
Holy Orders.  
Matrimony.

Take the word:

Sin. { Original.  
Actual.  
Mortal.  
Venial.

This will aid you in telling them much about sin and directly about the Blessed Virgin as free from original sin, the doctrine of the Immaculate Conception—scarcely a chapter of the Catechism that can not be made a bit interesting if treated in this way. In time, you can have the pupils go to the board, write out the diagram for themselves and explain the meaning of the words in their own language. Is it well to tell the children anecdotes or incidents? Yes, if to the point, but for the love of goodness, do not tell them some of the highly coverdrawn and outlandish ones you may pick up—especially in some works translated from other languages, as aids to a teacher of Catechism—or you will have young America of the male persuasion at once on the infidel's bench. I would rather the incident was something so plain, so rational, that the child's faith would not be shaken, but rather encouraged and energized.

While every effort should be made to have children understand, as far as possible, the meaning of the words, certainly I do not undervalue the necessity of committing to memory the important parts of the Catechism and in the quick-witted pupils, all of it, but with this memory work I would have knowledge go hand in hand, lest we substitute sounds for knowledge and words for things. I earnestly recommend a little pamphlet of some eighty pages by Bishop Bellord, perhaps familiar to many of you, as the papers, which it contains, appeared in the Ave Maria and is published by the Ave Maria, Notre Dame, Ind., entitled, "Religious Education and Its Failures." It is crisp, to the point and will arouse in every reader many a new train of thought upon this subject. He tells some truths, not very pleasant to any of us, whether pastor or teacher, and yet we must surely recognize their pertinency. No one can place too high an estimate upon the responsibility of teaching Catechism. It is the work that above all differentiates our schools from others, the work for which we build and equip our schools and for which the sacrifice of pastor, teacher and parents is so willingly, yea, often heroically given. It is a Christ-like work, for He said: "Suffer the little ones to come unto me, for of such is the kingdom of heaven." Every teacher of Catechism may well pray:

"Thou who art seven-fold in Thy grace,  
Finger of God's right hand,  
His Promise, teaching little ones  
To speak and understand."

¶ Subscriptions unpaid for the current school year are now in arrears.

## Drawing and Construction Work

### PRIMARY GRADES

Object drawing is the subject for the month for all grades.

One of our chief aims in teaching drawing to primary children is to foster their natural desire to draw and represent things. With this in mind choose things which are of interest to the children. They will gladly bring to school the toys they received at Christmas, and nothing could be better for the drawing. Intricate and mechanical toys are excellent. If possible let much of this be given as seat work, or busy work. Have the toy near enough to be easily seen. Do not try to give a lesson with one toy; have many and of different kinds. Use the wax crayons and allow them to try over and over again. Call their attention to the characteristics of the toy. Encourage and commend each sincere attempt.

Draw an immense rectangle on the blackboard, say six feet long and two feet wide. Within this oblong draw a simple landscape of hillside and pond of ice. Some illustration from a child's book will help if the landscape is difficult for you to sketch. Fill in the sky with blue chalk, the snow with white and the ice may be represented by dragging a piece of chalk horizontally across the board, using the side of the crayon, and making the strokes quite wide and not as white as the snow. Pine trees may be drawn with green crayon.

Show the children how to cut out freehand, from number paper, children coasting and skating. Select the best ones and allow each pupil to stand in a chair and paste his cutting on the board where he thinks it will look best. The children will be enthusiastic over their big picture. Try cutting out these figures at home

some evening; they are easier than one would imagine.

### INTERMEDIATE GRADES

For object drawing choose things which are easily recognized in silhouette; for instance, carpenter's and gardener's tools. With brush and ink try several silhouettes of a shovel. Do not use pencil in making the silhouette. Try for the proportion and characteristics; when a good silhouette has been drawn then try drawing the same object with pencil. Keep it up in this way, first in ink and then in pencil.

For hand work make a drawing and then the model given of the Comb Tray. It is so well explained in the plate there is no need of writing further about it here.

### GRAMMAR GRADES

At least two principles should be definitely taught in the four upper grades in object drawing. One is the Circle in Perspective, or "foreshortening of the ellipse," as it is often called, and the other is the Convergence of Lines in drawing rectangular objects.

The first principle, the circle in perspective, may well be taught in the sixth and seventh grades; the convergence of lines in the eighth and ninth grades.

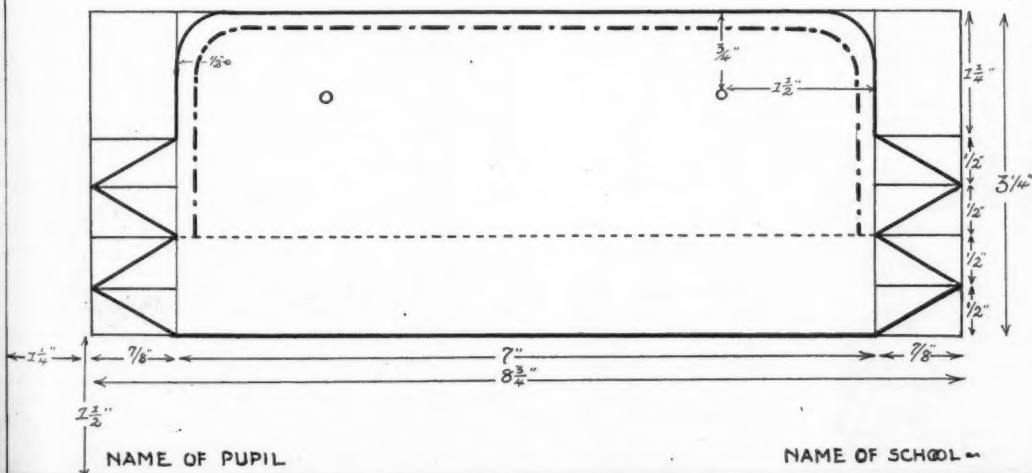
The first problem may be taught with any cylindrical object which is simple in form and large enough so all may see clearly. One of the best things is a water pail, and used as follows: Place it so its top edge is on a level with the children's eyes and is seen as a horizontal edge, the bottom of the pail is slightly curved. Draw in this position. Now place so the top of the pail is a narrow ellipse (lower the pail) and the bottom edge curved more than before. Try again placed still lower. Now suspend the pail above the eyes of the children so the bottom of the pail will be a narrow ellipse and the top an edge curving upward. If the teacher will ask for volunteers to work out each problem at the blackboard before the class, and the latter talk over the drawing with the teacher, correcting when necessary, it will help wonderfully to make each step clear to all.

It is well worth while to have all these drawings of the pail carefully placed on one sheet of drawing paper.

### FOURTH GRADE

## COMB TRAY

MAKE DRAWING FIRST - USE PAPER 9" x 12" MARGIN LINE 1/2" FROM OUTSIDE.  
MAKE MODEL FROM DRAWING - ONE SHEET OF CONSTRUCTION PAPER WILL MAKE  
THREE MODELS - PASTE TRIANGULAR LAPS TOGETHER - APPLY FREEHAND  
BORDER BEFORE PASTING.

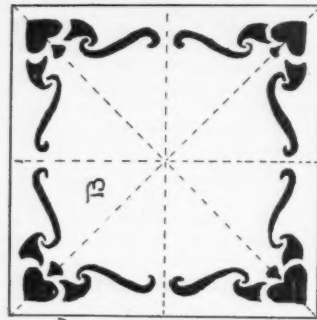


Edmund Ketchum.

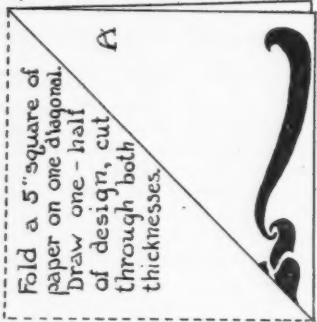


## THE TABLE MAT

A problem in wax-crayon stenciling—



The drawing "B" shows how the cloth is folded and the pattern stenciled in each corner.



Fold a 5" square of paper on one diagonal. Draw one-half of design, cut through both thicknesses.

THE STENCIL (FOLDED)

THE COMPLETED DESIGN



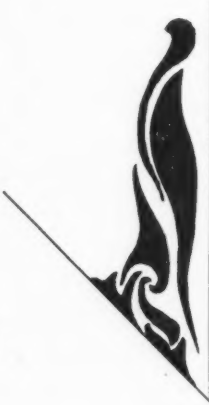
D



C



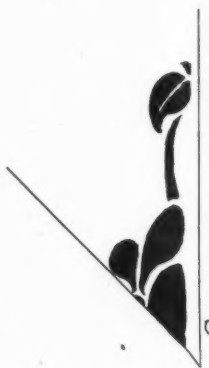
F



E



H



G

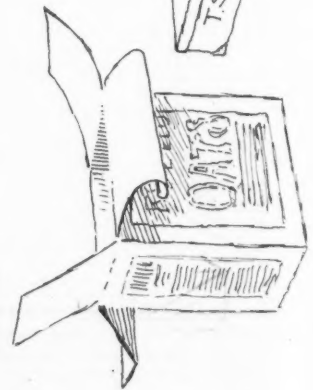
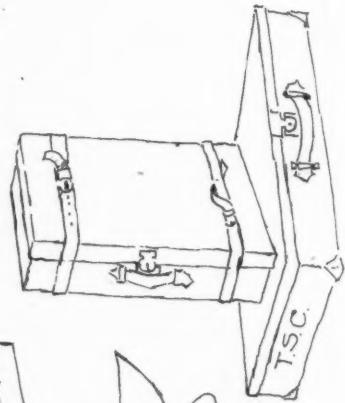
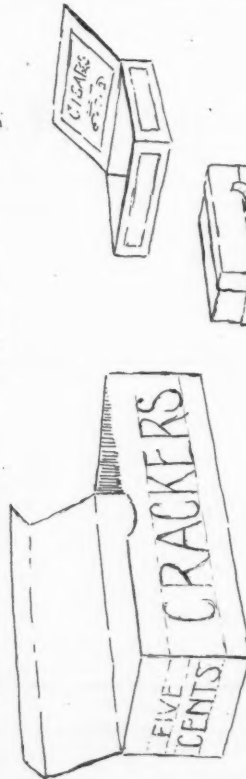
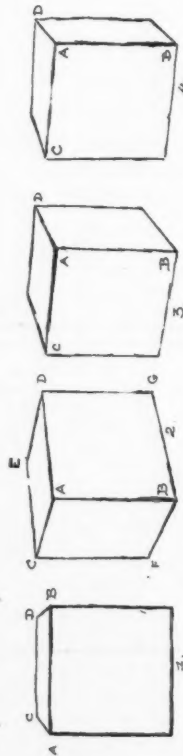
Edmund Kelchum

## FREEHAND DRAWING

CONVERGENCE OF LINES



1. Distance decreases the apparent size of objects.
2. Parallel retreating lines appear to converge.
3. Distant objects appear lighter than those in the foreground.



Edmund Kelchum

After this continue the drawing with cylindrical or hemispherical objects which may be of interest to children. They will always draw best if they are interested in the object, for this reason do not use the wooden cylindrical models, try something unusual; for example, a barrel or keg, an old-fashioned churn, watering can or milk pail.

The drawing of rectangular objects is made plain by the plate, "Convergence of Lines." Draw first the railroad track on the blackboard; it will give at once a clear illustration of the three principles stated in the plate.

The top face of the first cube has edges which appear to converge. Let the pupils try this on the blackboard until they have the width of the top so that the drawing looks like a cube, not a rectangular solid. Try the second cube on the blackboard, draw the line AB first for the height of the cube, then AD and AC. Notice now that the angles C, B, and D, make with A are **nearly right angles**. There are two lines CF and DG which are vertical and parallel to AB, let these be the next lines drawn. There are two lines CE and BG **nearly parallel** with AD and two lines ED and FB **nearly parallel** with CA. Why are they not exactly parallel same as the vertical lines? Which line, or edge, is nearest us? (AB) Which is nearer, CA or ED? DG or AB? CE or AD? Practice work with a large cube drawing on the blackboard with questions like the above give life and interest to a very dull subject.

Try the other cubes, beginning always with the line AB and then AC and AD. Take several lessons on the board. Draw quickly a large cube purposely wrong in drawing and have the class correct it **without erasing** any lines.

Now draw such objects as are illustrated in the plate. Cracker boxes and breakfast food boxes are excellent. Begin same as with the cube, height first, then length, then width. In drawing the cover notice the angle the edge makes with the top of the box draw the opposite edge of cover **nearly parallel** to the first edge; the long edge of cover must be parallel to long edges of box. Try making the printing fit the sides, ends or cover of box. Put a label on the cover of the cigar box. Try suit cases in different positions with straps and handle that fit. A fascinating problem is to take something like the suit case, which is unusual in a schoolroom, have it in the room where all may see it, and examine it during recess and at other times, then when you are ready for the drawing lesson take it out of the room and let the pupils draw from memory.

**The Table Mat.** Last month a copper tray was planned for handwork. More things in copper or brass could be made if desired. The metal is so thin and pliable, and so easily cut with shears that such things as basket forms, a holder for matches with strike, souvenir postal holder, brush broom holder, stamp box, the comb tray given this month for the fourth grade, and things without number may be made just as formerly you have worked in cardboard. In place of paste to fasten parts together use the tiny fasteners which come for such work.

This month is planned the simplest kind of stenciling; it may be taught successfully as low as a sixth grade, tho the kind of pattern suggested here had best be done in the eighth or ninth grades. In lower grades a simple border design may be used.

For the stencil use a stiff smooth paper, such as heavy writing paper. Take a five-inch square and fold on one diagonal. Begin at this fold near one end and draw a curved line, or a curve and an angle letting it finish at the fold, trying for a pleasing form. Parallel to this line, or form, draw another form which leads away from the fold in a sweeping, rhythmic line, and if necessary one more abstract form to go with it. In the plate the design marked D will illustrate the above directions clearly. Besides drawing a design purely abstract a design may be planned from such a flower as the apple blossom, the field lily or a tulip.

When the design is finished then cut thru both thick-

nesses of paper so the design will be bilateral. It is now ready for use. Crash or linen stencil well, but one of the best materials, as well as the cheapest, is tailor's lining canvass. This can be bought of a good linen color for about twenty-five cents a yard. Cut into fifteen-inch squares, fold on diameters and diagonals as shown in B. Fit the stencil into a corner and fasten with weights or pins. Choose a seal brown wax crayon for this linen color. The regular school crayons are right for use. Rub the point of the crayon evenly and smoothly over the cuttings in the stencil, holding the latter firmly so the edges of color will be sharp on the canvass. In this way stencil each corner of the canvass.

The next thing is to set the color. Take a hot flat-iron, perfectly clean, and place for a moment on as much of the design as the iron will cover, **but do not move the iron**. Set it down firmly then lift and clean on paper; now place it on another part of the design and so on. This will set the color. The same process may be carried out when a border for curtains or other material is stenciled. For things which will not be washed many times the wax crayon stenciling is permanent enough for practical use. Its simplicity is much in its favor.

## JANUARY CONSTRUCTION WORK

Miss Ida A. Derrick

What handwork shall be done in January? This is a question asked by many teachers. In January there are no special days, and after the attractive Christmas work, it is indeed difficult to plan something for this month that will interest the children.

In our first grade, we are going to study about little people of other lands and all of our construction work will be based upon this work. It may also be used in second grade and is not too simple for third grade.

First we will study the Eskimo. On our sand table we will build a little Eskimo house of sand and cover it with cotton. All of the sand around the house will be covered with cotton to represent snow.

We will make the sleds and also cut snow stars in our study of the Eskimo.

After spending about two weeks or more upon the work, we take up the Japanese and how interesting this work is, no one knows until she has tried it. All that is needed in this work is plenty of pretty, bright colored wall paper, which can be procured without any expense. The dealers are only too glad to dispose of their old sample books and that is exactly what one wants for this work. The parasol, fan and lanterns are all made from this paper and if one has time, paper dolls may be dressed to represent the little Japanese.

### Japanese Lantern, (Fig. 1)

Use piece of wall paper, 8 inches by 6 inches. Place dots on sides, 1 inch from upper and lower edges. Connect dots by lines, as in diagram 1. Color the spaces designated by (a) and (b), black. Fold the lower edge of paper to the upper edge, leaving colored spaces on the outside. Cut as indicated by dotted lines in diagram 2. Open and paste edges together to form lantern. Cut handle of white drawing paper. Color black and paste on inside of lantern.

### Sled, (Fig. II. and III.)

For sled use a 4-inch square of cover paper. Fold as indicated by dotted lines in diagram VIII. Cut as indicated by dotted lines in diagram IX. Punch and insert cord. In making a bob sled, use two sleds. Join together by pasting an oblong 2 inches by 4 inches on the back of one sled and the front of the other.

### Japanese Fan, (Fig. IV.)

Cut circle of wall paper, 2 inches in diameter. Cut as indicated by dotted line in diagram IV. Paste this on a piece of white drawing paper. The sticks and handle may be made in two ways. They may be made with brush and black paint, or they may be cut from black paper and pasted on.

### Parasol (Fig. V.)

Cut circles of wall paper, 4 inches in diameter. Fold

to form 12 arcs. Cut out one arc, as indicated by dotted lines in diagram III. Paste arc designated by "a" on top of arc designated by "b." Cut circle 2 inches in diameter. Paste underneath as a support. Punch a hole thru both circles and insert a bright colored stick.

#### Japanese Lanterns (Fig. VI.)

Cut from wall paper, three circles, each 2 inches in



Fig. I.



Fig. IV.

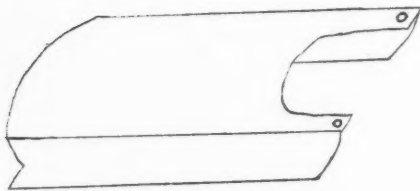


Fig. II.

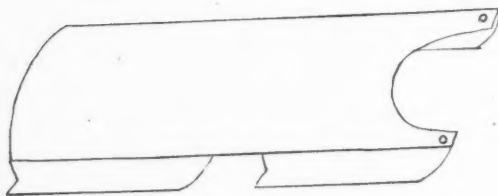


Fig. III.

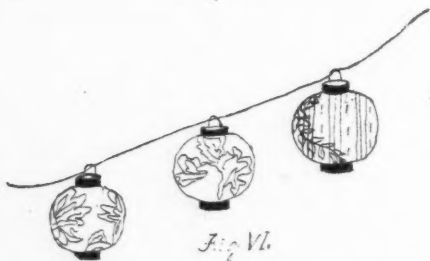


Fig. V.



Fig. VII.

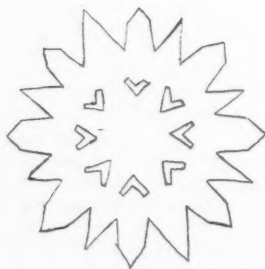


Fig. IX.

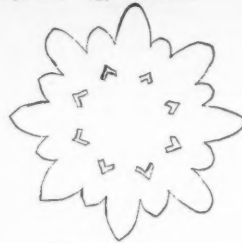


Fig. VIII.

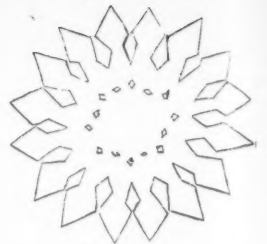
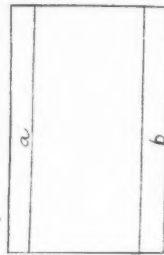


Fig. VII.

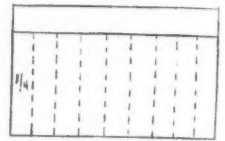
diameter. Paste on white drawing paper as in Fig. VI. Use brush and black paint to complete lanterns as in Fig. VI.

#### Snow Stars (Figs. VII., VIII., IX.)

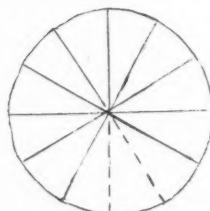
For snow-stars use circles 3 inches in diameter. Divide the circle into 16 arcs by folding. Before opening draw with pencil as designated by dotted lines in Figs.



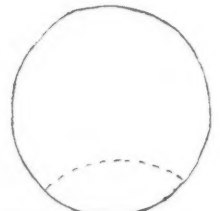
Dia I



Dia II



Dia III



Dia IV



Dia V



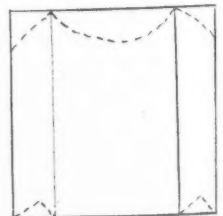
Dia VI



Dia VII



Dia VIII



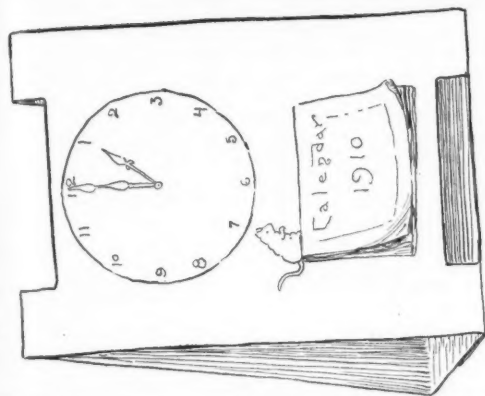
Dia IX

V., VI. and VII. Put these different designs on the blackboard and allow children to choose. Cut on these lines and open. A border of these on the black board will interest the children.



# EASY HANDICRAFT

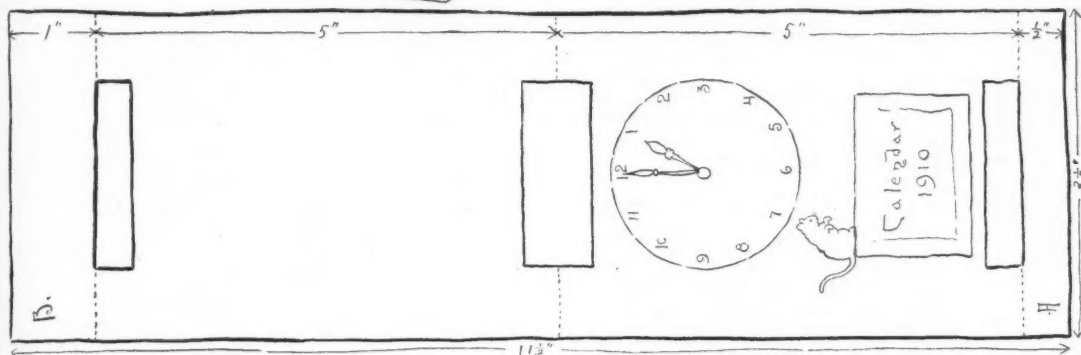
Miss Bess B. Cleaveland, Washington, C. H., Ohio



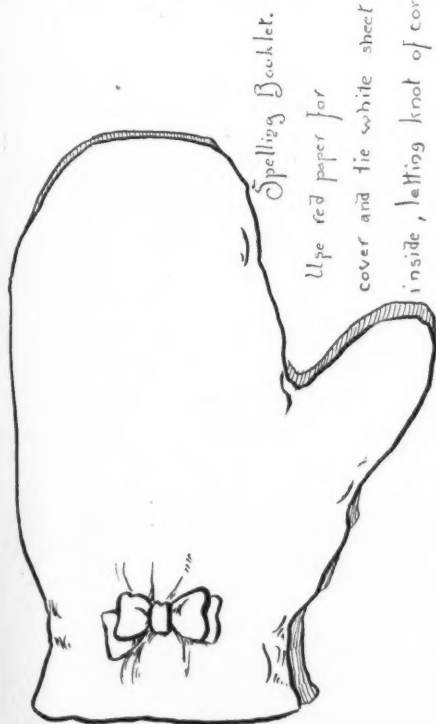
"Hickory Dock" Calendar.

Use dark gray construction paper for clock. Cut on heavy lines, fold on dotted ones. Make clock face and mouse of white paper. Mount as in illustration. Paste H. to B. to form easel.

Bess B. Cleaveland



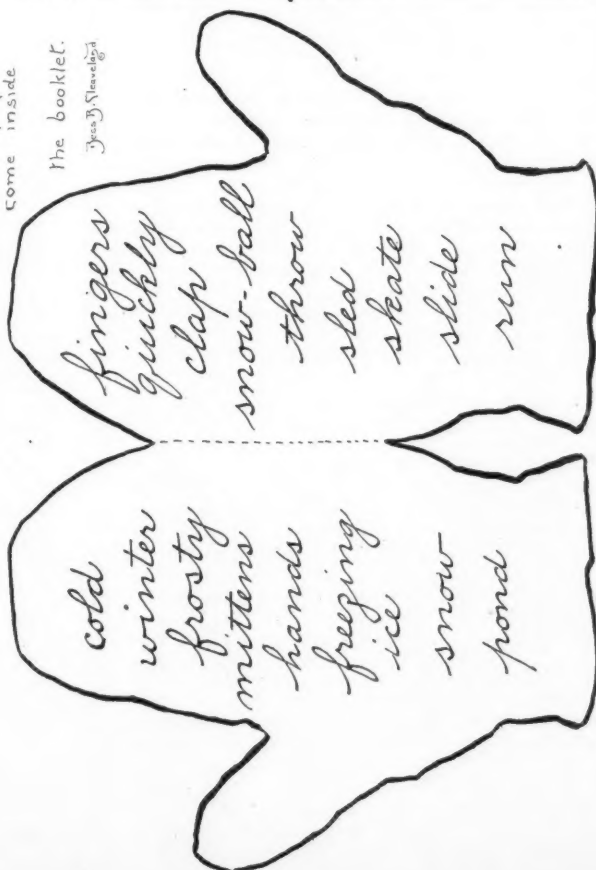
B.



Spelling Booklet.

Use red paper for cover and tie white sheet inside, letting knot of cord come inside.

The booklet.  
Bess B. Cleaveland



cold  
winter  
frosty  
mittens  
hands  
freezing  
ice  
snow  
pond

fingers  
quickly  
clap  
snow-ball  
throw  
sled  
skate  
slide  
run

## Nature Study

### THE TREE SPARROW

William Dutcher, President National Association of Audubon Societies

#### Description

**ADULT**—The entire crown and back of head bright chestnut, in winter most of the feathers with a very narrow edging of pale buff, which, wearing off by spring, leaves the crown uniform chestnut; line over eye, sides of head and neck gray, this color extending upward, forming a narrow collar; back rusty, each feather having a broad central stripe of black, giving a decidedly streaked appearance; lower back and rump brownish gray, the upper tail coverts being narrowly edged with white; under parts, throat and upper breast light gray, fading to almost white on lower breast and abdomen, the sides and flanks being washed with pale brown; on middle of breast a blackish spot or blotch; wing quills dark brown, the coverts showing a great amount of rusty, each feather with a broad central black stripe, similar to pattern on back, all widely margined with white, thus forming two conspicuous white wing-bars; tail dark brown, the two outside feathers much lighter, all having very narrow whitish edges; legs brown; feet and claws black; bill upper mandible and tip of lower one nearly black, remaining two-thirds of latter yellow.

**SIZE**—From tip of bill to end of tail from  $5\frac{1}{2}$  to 6 inches.

The Western Tree Sparrow differs very slightly from its eastern relative being buffy instead of rusty on the back, and usually with an ashy crown patch or streak. The differences, however, are so slight that they would have no value to a person studying a strange Sparrow, thru an opera glass, in order to identify it.

**NEST**—Is built of fine grasses, rootlets, hair feathers, etc., and is placed on or near the ground.

**EGGS**—From three to five in number, pale greenish blue speckled or spotted with reddish brown.

**DISTRIBUTION**—The Tree Sparrows are found during the breeding season north of the United States, in Newfoundland, Labrador, and the region about Hudson Bay, while the western race breeds from the Valley of Anderson River, westward thru Alaska. How far south the Tree Sparrows breed is very indefinitely known, therefore data on this point are desirable and important. Readers of this leaflet who reside north of the United States may be able to contribute valuable scientific facts as the result of a few careful observations. If Tree Sparrows are found with you during the months of June and July, they are probably breeding, and a note of this fact should be sent to Bird-Lore. After the breeding season these birds migrate southward and reach the Carolinas and westward as far as middle Texas, Arizona, Utah and Oregon.

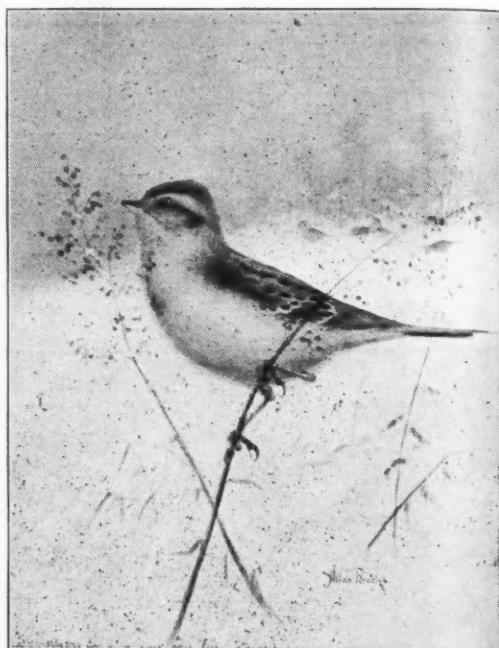
The Tree Sparrow, or Winter Chippy, will begin to make its appearance in the United States about the date of the month of October. It is a member of the very widely distributed and numerous family (the Fringillidae), which contains over five hundred and fifty species, that are found in all portions of the world except the Australian region. Of these, North America claims no less than one hundred and eighty-nine species and subspecies. The family contains all the Finches, Buntings, Grosbeaks, Crossbills, Sparrows, Linnets and Siskins. While many of these are dull colored, yet other members of the family are noted for their exceptionally beautiful and striking plumage, as the Rose-breasted and Blue Grosbeaks, Goldfinch, Cardinal, Indigo and Painted Buntings, etc.

This family also includes some of the best of the singing birds, and, with few exceptions, its members may be included among the birds that are economically of the greatest value to the human race. The bills of the Sparrows, Finches and other members of the family, while widely diversified in form, are always stout and strong and adapted to crushing or opening seed capsules for the fruit within them. Seeds constitute the largest part of the food supply of all the members of this great family. By watching a Canary, a prominent and well-known member of the family, one can see how deftly and easily a seed is cracked and the meat is extracted. The Tree Sparrow is a very common, and should be a well-known winter bird thruout a large section of the United States. It associates freely with the Junco and does not hesitate to visit dooryards and gardens, gleaning from them weed and other seeds, all the while giving voice to contented and happy notes of thanksgiving for food and pleasant companions. Among the experiences of every bird lover, there are incidents that stand out prominently like landmarks and are never effaced from the memory. The name Tree Sparrow always recalls

to the writer a beautiful winter picture seen many years since. There had been almost a blizzard, such a storm as Whittier describes in "Snow-Bound."

The morning after the storm the sun was shining with that peculiar winter brilliancy when the air seems to sparkle and glisten. Everywhere there was a beautiful, unbroken mantle of snow. In a last year's corn-field, that had been poorly cultivated and was overrun with that most noxious plant known to all farmers as the ragweed, there were hundreds of Tree Sparrows clinging to the tops of the weed stalks, just showing above the carpet of snow. They were feeding on the ripened seeds; a long fast and great hunger had made them very tame; they made a beautiful and animated scene, a joyous picture of happy bird-life; everywhere were contentment and voices lifted up in thankfulness for nature's bounties.

What the farmer had neglected to do the previous fall this flock of Tree Sparrows was doing for him.



The Tree Sparrow

The number of seeds destroyed in that one field on that day alone must have been beyond computation in figures. The owner of the land probably wondered the next season why his field was so clear of ragweed; he little dreamed of the cleansing process that was carried on that bright winter day by his friends the Tree Sparrows.

The relation that the Tree Sparrow bears to agriculture is an important question, and one that will naturally interest the farmer more than its song or cheerful habits. While this species undoubtedly destroys many insects in its summer home, as all sparrows do, yet it is only resident in the United States during the season when insects are not plenty with us, therefore the good it does consists in its destruction of weed seeds. No greater proof can be given of its value as a seed-destroyer than the following statement of Professor Beal, of the United States Department of Agriculture, published in Farmers' Bulletin No. 54, "Some Common Birds in Their Relation to Agriculture."

"The Tree Sparrow fairly swarms all over the northern states in winter, arriving from the North early in October and leaving in April. Examination of many stomachs shows that in winter the Tree Sparrow feeds entirely upon seeds of weeds; and probably each bird consumes

(Continued on page 276)

## Stories and Poems for Lincoln Day

### LINCOLN

On the battlements of fame  
Raise a banner to his name.  
Blazon it against the sky  
Till the four winds, passing by,  
Shall proclaim o'er all the earth  
Slavery's death and freedom's birth;  
And henceforth his name shall be  
Champion of Liberty!

Raise a monumental fane  
To the martyr hero slain;  
Wide of base, like pyramid,  
Where the dead past shall be hid.  
Found it deep, and rear it high;  
Point its apex to the sky  
That the world henceforth may see  
Lincoln's shrine to Liberty.

Like the mightiest of earth  
Came he with no pride of birth—  
Like Elijah came he here,  
Unannounced by sage or seer;  
And from lowliest abode  
Came he, like the Son of God;  
Chosen for a mighty deed  
In a nation's direst need.

Yet it were but vain to trust  
Graven stone or brazen bust.  
Proudest monuments decay,  
Crumble, rust and pass away.  
But the oracles of time  
Shall proclaim, in every clime:  
Lincoln, martyr of the free,  
Lived and died for Liberty.

—George Taylor.

### THE PATHETIC BOYHOOD OF ABRAHAM LINCOLN

Maude M. Grant.

Picture if you will, a rude house containing almost no furniture, hardly the necessities of life, out in the wilderness of Illinois, for at that time (when Abraham Lincoln was a boy) Illinois was a great wilderness as ever the children of Israel traversed in the Bible times.

It was here that Lincoln lived until he was twenty-one years old, and with him lived his step-mother and his cousin, Dennis Hanks. They were plain, hard-working people. Dennis Hanks, Lincoln's cousin, was ten years older than Abraham, and he tells how Lincoln worked when he was a boy. There was very little pleasure to be had in that hard life in the wilderness.

This old cousin, Dennis Hanks, in an interview held in 1889, tells us how Abraham loved books. "Denny," he would say, "the things I want to know are in books, and my best friend is the man who will get me one."

Books were not plentiful in those days, but Cousin Dennis cut cord-wood and bought a book for young Abraham. This book was a copy of the "Arabian Nights," and Dennis Hanks tells how Abraham Lincoln would sit by the fire and read aloud to his step-mother and to Dennis himself.

Besides the "Arabian Nights," Dennis Hanks tells us that Abraham would read out of his step-mother's Bible, and of how he cut four cords of wood to get enough money to purchase a "Life of Washington." Every bit

of old newspaper was treasured by Lincoln, and from them he learned the speeches of Henry Clay.

Lincoln also possessed a little book of fables, and when his cousin remonstrated with him and told him that the stories were "all lies," Abraham would say, "Denny, when a story teaches you a good lesson, it is no lie, God tells truth in parables. They're easier for common folks to understand."

Lincoln's step-mother was a good friend to him, and firmly declared that he would be a great man some day.

Dennis Hanks is quoted as saying that he never knew such a boy for reading as was Abraham Lincoln, that he was hardly ever without a book in his hand. If out plowing or hoeing, he carried a book in his pocket, and when noon came he would sit under a tree and read. When he came into the house at night, he would always read, and his step-mother was careful not to let the children bother him.

Reading was, we may say, the chief pleasure of this gaunt, hard-working boy, who had no companions of his own age.

Let me quote Dennis Hanks' final estimate of his great cousin: "There was just one thing that Abraham Lincoln didn't know; he didn't know how to be mean, to do a mean thing, or think a mean thought. When God made 'Old Abe' he left that out for other men to divide up among them."

### A POEM BY LINCOLN

The following is an extract from an original poem written by Lincoln in 1844, while on a visit to the home of his childhood:

My childhood's home I see again,  
And sadden with the view;  
And still as memory crowds the brain,  
There's pleasure in it, too.

Ah memory! thou midway world,  
'Twixt earth and Paradise,  
When things decayed and loved ones lost  
In dreamy shadows rise;

And freed from all that's earthy, vile,  
Seem hallowed, pure and bright.  
Like scenes in some enchanted isle,  
All bathed in liquid light.

### A LINCOLN COON STORY

By A Hoosier

Now when President Taft is eating possum and making it a rival of the "Teddy Bear," perhaps a "Lincoln Coon" story may have a place in the presidential animal procession.

One of the four speeches delivered in Indiana by Abraham Lincoln in 1844, when he was strenuously advocating the doctrines of the then famous Henry Clay, was made in "the little red brick schoolhouse" in Bruceville, Knox County, Ind.

When the speeches ended all the delegates from the outlying districts rode to their homes, with the exception of Judge Abner T. Ellis and Abraham Lincoln, who had been urged to remain as the guests of Major Bruce. As the three gentlemen were walking home from the schoolhouse, the young man who acted as escort pointed to a tall, democratic, political, hickory pole. On the top of the pole was a box that was so constructed that when the door opened the floor slid out. The mechanism was controlled by pulleys. In the box was a young game rooster that proclaimed democratic supremacy each morning, to the great annoyance of the republicans of the vicinity. When Lincoln heard the story he stood still and looked back at the tall pole; then turning he said: "Well, coons always did eat roosters. (The coon was the republican emblem and the rooster the democratic.) Now, if my speech of tonight was worth anything, Carr's (the democratic speaker of that evening) rooster-speech ought to be wiped out,



and that game rooster ought not to do much more crowing.

The next morning many members of both political parties were enthusiastically discussing the merits of the speeches of the preceding evening on the public square near "the pole." Each man seemed to be out early to ascertain if his neighbors were able to be up after their skirmish with hoop poles on the previous evening. With their usual three cheers and a tiger the leading local democratic politicians gathered around their pole and grasped the ropes attached to the pulley; the floor of the box moved forward as the door dropped,



The pole on which the Whig coon ate the Democratic rooster in Bruceville, Ind., in 1844, the morning after Abraham Lincoln's speech.

and on it sat, or rather crouched, a strange creature. The men below waited to hear the challenge of their game pet; not hearing they looked! Looking they could scarcely believe their own eyes, for where their rooster usually proudly stood was a coon, and he was munching the bones of their fighting rooster.

The wind blew the feathers to the feet of the astonished spectators. When they fully realized that their rooster, the one that had proclaimed his supremacy many a morning, was being devoured by a coon, and that coon was now on public exhibition, then that pulley was reversed and the coon was quickly hidden, but not before a shout from the group of Whigs told them that their "game" had been on the stage too long.

How the coon got into the rooster's domicile on top of the pole no one is able to tell but we think the majority will agree that Abraham Lincoln boosted it, or a wise Providence must have so ordained the episode that the "Rail Splitter" seemed to have spoken with prophetic wisdom.

Political strife ran high. The coons ate the roosters and the roosters pecked the eyes out of the coons, both figuratively and literally. The hickory pole with its

torchlight of tow soaked in oil served for illuminating and defensive purposes.

But back to the beginning to our convention story. When the news of the nomination of Abraham Lincoln by the Chicago convention May 18, 1860 reached Vincennes the good Republicans who had been waiting that result got out their cannon and fired the news abroad to the small towns and country homes that had no telegraphic connection. When the Bruceville people heard the roar they fired an answering salute. The glad message rolled on over the land. The next day they issued a call to the Republicans to unite and have a "Grand Ratification."

From a Vincennes Gazette of that date I copy the following \* \* \* \* "Abraham Lincoln is known to many of you, for in our midst he stood up in manly defense of that revered and favorite statesman, Henry Clay, during the last canvass he made for president. His appeals to you in behalf of the great commoner have not been forgotten, \* \* \* Come and aid in raising a pole on the ground where he spoke."

The coon story of 1844 was retold and used as political thunder in the 1860 campaign.

The importance of the Bruceville coon story may be judged by the after results and remembrance. When the news of Abraham Lincoln's nomination reached that vicinity immediate preparation was made for a "Rally."

The following is taken from The Vincennes Gazette of June 9, 1860.

"Bruceville, June 7, 1860

Editors Vincennes Gazette: Yesterday the Republicans of this town and neighborhood started the ball to rolling for Lincoln and Hamlin. They remembered that in 1844 Lincoln made a speech here which showed clearly 'of what stuff he was made.' The very spot on which he spoke in the Old School House was vividly called to mind, and no more fitting spot could have been chosen on which to light the camp fires for the campaign in Old Knox. The recollections of that time, served as an impetus to set us to work, and in an incredibly short time, arrangements were made; and the poles prepared for raising were on the ground. \* \* \* \* \*

After dinner the people assembled near the poles and Col. Allen of Vincennes addressed them for over two hours on the political topics of the times giving candid and lucid expositions of the doctrines of the political parties of the country. \* \* \* The colonel's exposition of the subject was listened to with great interest by every one present. \* \* \* Music helped to swell our enthusiasm, and John Coons of your city, was called upon and gave us a short speech.

Our townsman Clark Willis wound up with a short speech, and we went to our homes feeling that the occasion had done us good."

#### An Incident With Which the Bruceville Speech Had Something To Do

Major Clark Willis, a prominent politician of Knox county in 1844, was judge of the "probate court" from 1849 until 1852, when that court was abolished. He was the political "boss" of his township. When the civil war broke out Mr. Clark Willis enlisted in the 51 Indiana regiment, was elected captain and before he came home had earned the title of Lieutenant-colonel, but was always known as Major Willis. His youngest son, a boy of eighteen, went with his father. The recruiting officer looked at the delicate lad, and was about to reject him, when his father stepped beside him saying: "He will do; he has courage." This boy was taken prisoner and remained in Libby prison one year. Major Clark Willis was forced to resign on account of ill health. When the news came to him at his home in Bruceville that his young son was in Libby he hastened to Washington, D. C., determined to bring him home to the heart-broken mother. The Exchange Officers were as unsympathetic and cool as icebergs and an audience seemed impossible. Remembering the old political rally of 1844 and their

(Continued on page 276)



## Number and Arithmetic.

### REASONING IN ARITHMETIC

Mary D. Bradford

The attempt is being made in these articles to hold up the idea that something more should result from the teaching of arithmetic than mere mechanical deftness. The phrase "Speed and Accuracy" is a very familiar one in discussions of arithmetic teaching. Those who believe speed to be the aim, urge speed upon children until feverishness is produced. That power to attain a high degree of technical deftness and accuracy in the primary grades is no guarantee of ability to think, has had some striking proofs in my observations of pupils. I remember a primary class that was once brought into a meeting of the teachers of a certain Wisconsin city. The superintendent's purpose was to illustrate the wonderful perfection in "speed and accuracy" to which the teachers had brought her class. Long examples in addition were dictated to the children, written on the blackboard, and computed. There was one boy who attracted particular attention. He showed the high pitch of strain to which he was raised by not being still a moment—a sort of gig being performed while the process of reckoning was going on. He usually came out ahead of the others and excelled in accuracy. I was a high school teacher long enough there, to have this boy come into my classes for his higher mathematics. I found him incapable of thinking in those subjects. My subsequent reading of child study investigations leads me to believe that that boy was a striking illustration of arrested development, coming from over stimulation, and over training in one direction.

#### SPEED AND ACCURACY DEFINED

Let us redefine **speed** for our purposes here as despatch; as a reasonably high rate of turning off work, which rate must differ with pupils. Let us define **accuracy** as meaning in school arithmetic "adequacy of expression to idea," for which excellent definition we are indebted to Prof. G. W. Myers, of the University of Chicago. Accuracy should mean something more than the getting of results.

#### ADEQUATE EXPRESSION

What is the expression that is adequate to the ideas of relations involved in the one-step problems? Let us consider first the simple mental problems that should accompany the learning of the number facts. These should furnish the means for **beginning** the development of right habits of expression of thought. (The sources of such problems were discussed in the November article).

Ideas and their technical expression should become associated at as early a time as possible; such as the names of the processes, **addition**, **subtraction**, etc., and other terms as **plus**, **sum**, **product**, etc. The significance of these terms will **grow into** a child's understanding slowly by hearing them used. They are thus mastered naturally and without strain. When the time comes in later grades for definitions, the child should find in the definitions merely the expression of truths long familiar to him thru usage.

I have recently witnessed the struggle of a fourth grade girl to discriminate the application of "product," "quotient," "dividend," etc., who for two years had been spending much time and energy in "working arithmetic." All the worryment "just before examination," might have been avoided had the right names been associated from the first with the things for which they stood, as these things were introduced into her experience. She could have learned them just as easily as she learned

the names of hundreds of other concepts that experience brought to her.

Returning now to the question raised about "Adequate expression," the answer is, It should be simple, appropriate, and it should tell the truth.

#### EXPRESSION IN ONE-STEP PROBLEMS

In simple one-step oral problems, the solution or statement of the thought process that fills the requirement given above is illustrated in the following. The five different types of problems, that is, the five different simplest sorts of quantity relations are shown:

I. "A girl bought berries for 14c, and an orange for 5c. How many cents did both cost her?"

Acceptable statements by pupils, expressing the thought process:

1. "She paid 14c and 5c, which are 19c."
2. "Both cost the sum of 14c and 5c, which is 19c."
3. "Both cost her 14c plus 5c, which is 19c."

The child should be taught that this is an example in addition. Later, he should be asked after hearing or reading a problem, what sort or class of problems it belongs to. This will not only help the "growing on" process already mentioned, but will make the pupil think before experimenting with the numbers, and, furthermore, will prepare him for a similar step which should be required in every written solution that does all it can to promote "reasoning in arithmetic."

II. "A boy has 10c, and his sister has 6c. How many more cents has the boy than his sister?"

Pupils trained as described above immediately say: "This needs subtraction," or "This calls for subtraction," or "This is a problem in subtraction." The right judgment is the main thing, yet nonsense in expression should not be allowed, much less, taught. I cannot find adequate words, (or it ought not be appropriate here to use them if found) to characterize the primary teacher who teaches children that this is a "take away" problem. How often have I found fifth and sixth grade pupils interpreting such an expression as this: 12—9, as "twelve, take away nine are three!" I suppose such teachers would have seven-year olds call a cow a "moo-moo," and would call this adequate arithmetical English: "100 soldiers, kill 25 soldiers are 75 soldiers," and "16 pies, eat 10 pies are 6 pies."

Acceptable statements expressing thought process of problem II:

1. The boy has four cents more than his sister." (Not had, or would have, or will have, but has, since the problem states a fact).
2. "The boy has as many cents more than his sister as the difference between 10c and 6c, which is 4c." (More formal, but not objectionable if really thought expression, and not imitated or memorized "lingo.")
3. "His sister needs 4c more to have as much as the boy has, so the boy has 4c more than the sister."
4. "The boy has 4c more than his sister because 6 and 4 are 10."

There is another sort of problem in subtraction illustrating the remainder phase of subtraction, instead of the difference phase. "If Mary loses 6c of the 10c her mother gave her, how many will she have left?"

Acceptable statements expressing thought process:

1. "Mary will have left 10c minus 6c, or 4c," or any other that express the child's thought truthfully.
- III. "Five girls each paid 4c for tablets. How much did all pay for the tablets?"

Pupil: "This is a problem in multiplication."

Acceptable statements of thought process:

1. "The girls paid 5 times 4c, which is 20c."
2. "Since one tablet cost 4c, five tablets cost 5 times 4c, which is 20 c. (The last giving indication of growing power with the language of logical reasoning.)

IV. "If you have 18 blocks, and wish to arrange them in pairs, how many pairs will you have?"

Pupil: "This is a problem in division, to find number." or "This is a problem in division." If that term is to be applied only to the measurement process.

Acceptable statements of thought process:

1. "I will have as many pairs as there are 2's in 18, which is 9." (Here the antecedent of which is the number of pairs.)

2. "I will have as many pairs as there are 2's in 18, which is 9 pairs." (Right again, since the antecedent of which may also be "as many pairs," or quantity.)

3. "I will have as many pairs as 18 blocks divided by 2 blocks, which is 9 pairs," or "which is 9" (according to what is thought of as the antecedent of which.)

In (3) the child has caught the use of more technical language. What is most needed here is that children be spared the usual talk about "the quotient always being an abstract number"—spared now and afterwards, until able to grasp the notion of quantity and its components, unit of measure and number. (See Article I. of this series in October School Century.)

V. "4 quarts of oil cost 48c. What does one quart cost?"

Pupil. "This is a problem in division to find a part of something," or later, "to find a part of a quantity," or "this is a problem in partition."

Acceptable statements of thought process:

1. The cost of 1 quart of oil is one-fourth of 28c, which is 7c.

2. The cost of 1 quart of oil is 28c, divided by 4."

It is now generally believed that best results in a course of arithmetic come not from the equal emphasis of all the fundamental processes at the same time, as in the Grube method, and not from the strict limitation as in the olden days, to but one at a time, until that one is perfected, but rather a reasonable adaptation of the two practices. While the child may be introduced to multiplication, division and fractions, in the second grade, the emphasis there is put upon addition and subtraction; and in the third grade the mastery of the facts of multiplication and their applications in division, are made the dominant aim.

When, in work with problems, right judgments as to process begin to come with a fair degree of promptness, then there is evidence that the association between a certain sort of quantitative relations, and the arithmetical process needed for "making clear those relations," has been made, the pupil is beginning to think. The habit of **thinking first** and **figuring afterwards** is being formed—a most important habit not only in arithmetic, but in all mathematics, and in many life experiences outside of mathematics.

The question of "adequacy of expression to idea," or accuracy in **written** problem work will be the subject of the next paper.

### THE TREE SPARROW

(Continued from page 272)

about one-fourth of an ounce a day. In an article contributed to the 'New York Tribune,' in 1881, the writer estimated the amount of weed seed annually destroyed by these birds in the state of Iowa, upon the basis of one-fourth of an ounce of seed eaten daily by each bird, and supposing that the birds average ten to each square mile, and that they remain in their winter range two hundred days, we shall have a total of 1,750,000 pounds or 875 tons, of weed seed consumed by this one species in a single season. Large as these figures may seem, they certainly fall far short of the reality. The estimate of ten birds to a square mile is much within the truth, for the Tree Sparrow is certainly more abundant than this in winter in Massachusetts, where the food supply is less than in the western states, and I have known places in Iowa

where several thousand could be seen within the space of a few acres."

Professor Beal's statement refers only to one state; let the farmers of the country try to realize the good done by these Sparrows in all the other states where they are found during a considerable portion of the year, and the sum total seems beyond the comprehension of the human mind. There can be no question of the usefulness of the Tree Sparrow and, further, there is positively no claim that they ever do any harm. Therefore, they are entitled to the fullest protection, especially from agriculturists, and there is no reason why a single one of these birds should ever be killed. The wise and progressive farmer will, when the deep snows of the coming winter cover the ground, encourage his little Sparrow friends to remain on his acres by scattering for them in protected places the chaff and sweepings from his barn. The birds will repay his kindness a hundred fold by destroying the seeds of thousands of noxious weeds and to that extent lighten his labors during the following season.

### Study Points for Teachers and Scholars

Can you identify the Tree Sparrow, and distinguish it from the other Sparrows found in your locality? Trace on map of North America where this Sparrow is found in summer. Where in winter. When do you first see them in the fall? When do they leave in the spring? What seeds have you seen them feed upon? How large flocks have you seen? What other birds have you seen them associate with? Have you ever heard them sing? Describe the song. Read "Snow Bound."

### A LINCOLN COON STORY

(Continued from page 274)

meeting he determined to see the president if possible. He sought Senator Lane of Indiana and asked him to arrange an interview with President Lincoln. Senator Lane tried to dissuade the anxious father saying it would be useless to see the overburdened president. Major Willis was a man of great determination and not easily deterred, an audience was arranged. The president received him kindly and seated in a revolving chair before his desk he listened patiently to the sad story. When Major Willis ceased speaking President Lincoln said: "It makes my heart bleed to hear of the sufferings of our men, many like your son, mere boys. But I am powerless. If I had the power I would liberate every one of them." There was a moan in his voice as he said these words. Major Willis asked if he would not give him written words to that effect, that he might be enabled to obtain a hearing from the exchange officers. Without a word President Lincoln turned to his desk and wrote on a small piece of paper, then reached it toward the anxious father, but before he could take it, the president turned and wrote just beneath that which he had written then put it into the waiting hand.

Major Willis looked and read thereon: "General Hitchcock: Here this case. A. Lincoln," and below the three words, and above his signature he had inserted "I say."

The entire note then read:

"General Hitchcock hear this case. I say hear this case. A. Lincoln."

Small as the paper, few as were the words they were an "Open Sesame" all along the line.

Major Willis wished to keep the scrap of paper but General Hitchcock put it into his desk saying: "I will have need for it."

After a few long weeks the prisoner was free. He had been promoted to lieutenant after the battle of Stone River. He was taken prisoner at Rome, Ga., and for six months was in the Columbia prison and twelve months in Libby. He feels that he owes his life to President Lincoln's remembrance of his father at Bruceville in 1844. He would give much to have the paper that freed him when he was almost starved.

From such reminiscences as these, handed from father to son, the memory of Abraham Lincoln is kept religiously.



## Seen and Heard in the Schoolroom

During a brief visit to the primary grades in one of the schools of Evanston, Ill., the Catholic School Journal reporter took note of some things which will be of interest to our readers. Every teacher gets help from knowing how a fellow teacher does her professional work.

The visitor called at a first grade room before nine o'clock. The teacher was there, busy in arranging matters for the day's program. A glance around the room showed the visitor a neat, well-furnished, and appropriately decorated school home. There were plants and pictures enough. On each pupil's desk was a little box made of stiff paper and brass paper fasteners. The pupils kept their crayons and pencils in these. By each desk hung a cloth bag with compartments for holding such things as scissors, paint-box, brush, etc.

Promptly the children came in and took their places. The teacher wrote on the blackboard: "Good morning, children," then she wrote: "Shut the back door, Ralph." Ralph silently read, and then obeyed the command. Teacher then wrote on the board: "Thank you, Ralph." Ralph read this silently, and then rose and said: "You're welcome, Miss Blank." Teacher wrote: "Shut the front door, Frances." Frances read this to herself, and obeyed the command. Teacher wrote: "Thank you, Frances." Frances rose and said: "You're welcome, Miss Blank." Teacher then wrote the word *Rest* on the board. The children crossed their arms upon their desks and laid their heads upon them. In this position they sang a slumber song, and their little prayer, an action song, in which they thanked the Father for his care, asked Him to protect them from evil, and promised to serve Him thru the day's work as well as during their prayer.

After this little prayer, teacher wrote on the board: "We will have memory gems, given by rows one and three." The children read this silently, then the first child in row one rose and gave a memory gem of her own choice. Teacher then wrote on the blackboard: "We will clap our hands." The children clapped their hands. The second child gave a memory gem. He was then applauded by the children clapping their hands. Each child gave his memory gem and was applauded by the others, until the pupils of the two rows had all recited, each child following the last with no word from the teacher.

During the exercise a tardy child entered the room. The children stopped their exercise and repeated in concert:

"A dollar, a dollar,  
A ten o'clock scholar,  
What makes you come so soon?  
You used to come at ten o'clock,  
But now you come at noon."

The visitor was interested in noticing the effect of this upon the child who entered. She seemed to take it as a kindly and well-deserved rebuke.

The memory gems were then continued. Later another tardy child entered, when the same verse was repeated as when the first tardy child entered.

After the memory gems were all given, the teacher wrote: "Let's clean the board." Everything which she had written since opening school was yet on the board. She pointed to one word and called upon a child to give it. The child pronounced the word audibly, then it was erased. The teacher pointed to another word and called upon another pupil to pronounce it. Then it was erased. This was continued until all the words were erased, and hence the board was cleaned.

These exercises from the blackboard, besides drawing the attention of the children to their work, were valuable because they taught the children to associate

the concrete with the written form as given on the board. The actions they were asked to perform were the practical ones necessary to the daily performance of their school duties. This exercise taught them to read, for the sake of the thought, and led them to get thoughts from what they read. The last part of the exercise, where they gave the words audibly, taught them the actual words apart from their setting, and trained them to recognize them as words wherever they might be found.

In the conduct of her reading lesson, this teacher had cards on which were printed the new words of the reading lesson. These cards were about ten inches by four, one word being printed on a card. If a teacher could not provide herself with these printed cards, she could easily print them for herself. The essential point is that the words be large enough for the pupils to see them easily. The children pronounced these new words, sounding them a syllable at a time, until they knew them and could give the whole word. This reading class was conducted with the children seated on little chairs arranged in a semi-circle in the front of the room. The cards containing the new words were placed flat on the floor in front of the class. The teacher called on John, asking him to pick up "horse." John picked up the card containing the word horse, showed it to the children, and placed it on the blackboard ledge. The teacher then called upon another child, who did the same with the next word. This was continued until all the words had been picked up. The children then opened their books and read from them. Whenever a question occurred in the reading lesson, some child was called upon to answer it. He gave an answer which he composed himself to fit the question asked.

In this reading lesson the children, it will be observed, received first a drill in phonics by sounding the syllables of the new words until they could give the complete words, then they studied the words as such from the cards, and lastly, they had them in sentences when they read from their books. Thus the three essential steps in the mechanics of reading all had their place in this recitation.

The children played the following game as a drill in phonics:

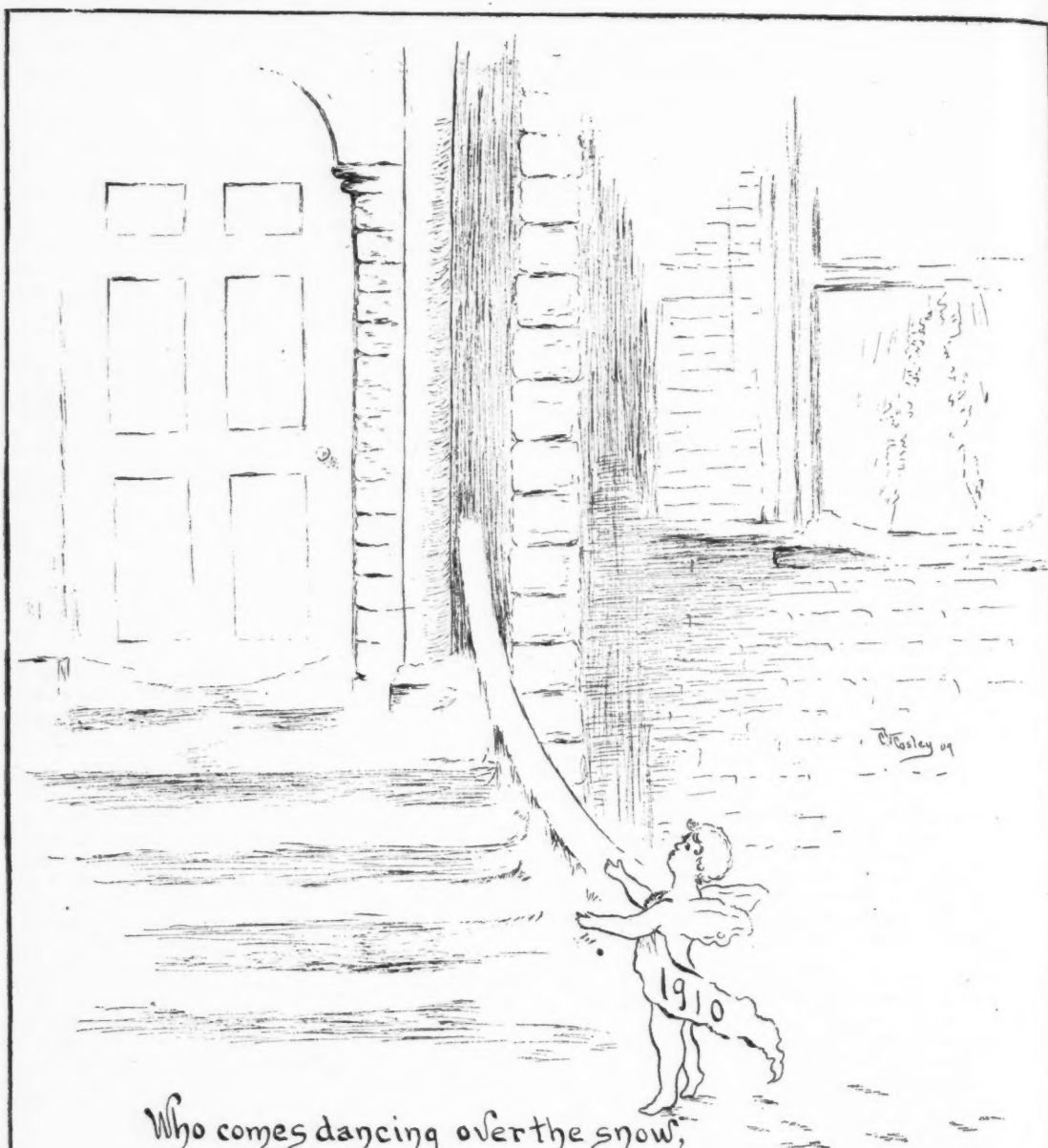
A child was chosen to go to the front of the room. The child thus chosen stood upon a little chair before the other children. He then said, calling upon Kitty to answer, "My son John keeps a grocery store and sells 'b' (giving the sound, not the name, of initial b.) Kitty rose and said: "Does your son John sell bananas?" As this answer was the correct one, Kitty took her place in the front of the room, and said: "My son John keeps a grocery store and sells 'c' (giving the sound, not the name of c), and called upon George to guess what it was. George answered: "Does your son John sell crackers?" This was not the right word, so other children were allowed to guess, and guessed such words as cranberries cookies, cakes. Cakes was the correct word, so the child who guessed it took her place on the chair, and the game proceeded.

## HALF A DOZEN PROBLEMS

1. If there are two and a half dozen eggs in a basket and Emma uses seven of them, how many are there left in the basket?
2. If a baker uses one-eighth of a pound of butter for one cake, how much butter will he use for a dozen cakes?
3. If there are thirty-six pickets in one side of a fence surrounding a square lot, how many pickets are there in the entire fence?
4. If two and a half bushels of potatoes cost a dollar and a half, how much does one bushel cost?
5. If Harry can buy half a quire of paper for fifteen cents, how many quires can he buy for a dollar and twenty cents?
6. If seven and a half yards of lace cost two dollars and a quarter how much does one yard cost?

The Catholic School Journal  
FOR THE BLACKBOARD

Miss Clara Velmyr Cosley



Who comes dancing over the snow,  
His soft little feet all bare and rosy?  
Open the door though the wild wind blow.  
Take the child in and make him cosy —  
Take him in and hold him dear,  
He is the wonderful glad New Year. I.M.M.

# Schoolroom Games

## GAME OF JACK AND JILL

(Book rights reserved.)

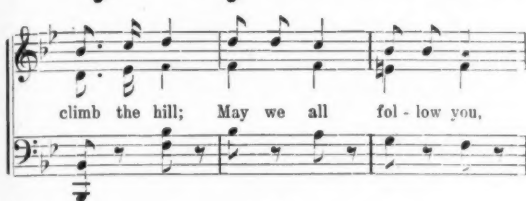
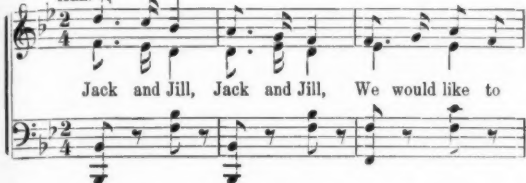
Laura Rountree Smith.

The children who are seated choose Jack and Jill to go and stand in front of the school. The children in the seats sing:

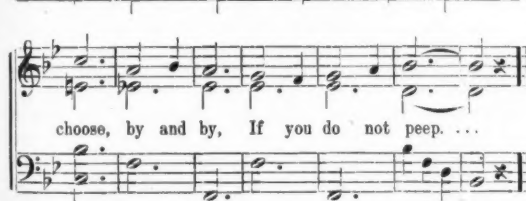
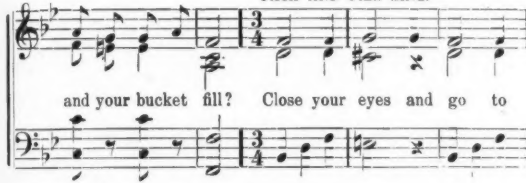
L. ROUNTREE SMITH.

T. B. WEAVER, 1909.

ALL.



JACK AND JILL SING.



The children in the seats cover their eyes with their hands.

Jack and Jill skip up and down the aisles and tap various children on the back, who rise and skip after them.

When any even number of children is chosen, Jack leads right, Jill leads left, all the children wake and say:

"Jack and Jill went up the hill

To fetch a pail of water,

Jack fell down and broke his crown,

And Jill came tumbling after."

As the last two lines are recited Jack and Jill and all their followers stoop down, and rise as last word of verse is spoken. Jack and Jill choose others to take their places and the game proceeds as before.

## CLAPPING GAME

(Book rights reserved.)

Laura Rountree Smith.

(One child goes in front of the school and sings:)

L. ROUNTREE SMITH.

T. B. WEAVER, 1909.



Clap the hands, clap the hands, one, two, three; Clap the hands,



clap the hands, Fol - low me; Then fold your arms, and nod your



head, And play you're fast a - sleep in bed. Clap, clap, clap,



one, two, three, Clap, clap, clap, Hap - py chil - dren we.

(The children in seats go thru motions suggested as the verse is sung, then rise and sing the chorus.)

(Another child now goes to the front and sings, while those in the seats go thru motions suggested, drum on desks, hold out hand, etc.)

Clap your hands, clap your hands

As before.

Some one raps, some one raps

At the door.

Then hold your right hand out in play,

To greet the visitor today.

Chorus—

(Another child goes forward and sings, clapping hands over head.)

Clap the hands, clap the hands,

Hold them high.

You can clap, you can clap,

If you try.

Then wave your hands all to and fro,

Around and round as wind-mills go!

Chorus—

The game can be varied by having one child stand in front of each row of seats, these children can all sing the first verse, and choose children to come and sing the second verse, etc.

## LITTLE CHILD HEART

Keep the little childheart,

Don't let it fade—

Green as the green grass

Growing in the glade,

Keep the little beating

Of its song for your soul,

Bright as the soft stars

Overhead a-roll.

Keep the little childheart,

Don't let it die—

Fresh as the fresh dew

Of an April sky.

Keep its little dancing

In a young, wild breast

For the dusk and the dream

When the years bring rest.

Keep the little childheart,

Don't let it ache—

Sweet as the sun,

For the sweet dream's sake,

Keep its golden music

And its hope and its trust

For the lilies and the daisies

When they bloom through your dust.





## STORIES FOR REPRODUCTION

Miss Elsie May Smith

### CHARLIE'S RIDE

Charlie's father was a doctor. He lived in a large city where there were many hospitals. One day he took Charley to a hospital with him. Charley went thru the different rooms where the sick people were. At length he came to a room where there was a little boy who had broken his leg. His name was Tom. Tom had to stay in bed for many weeks. It was summer time and Charley felt very sorry for him. He wondered what he could do to help Tom.

On the way home he asked his father how long before Tom could go out. His father said that Tom could not walk for many weeks, but if he could be carried out to a carriage or an automobile, he might take a ride in a week or two.

Charley had an uncle who owned an automobile. One fine day, about a week later, this uncle came with his automobile to take Charley for a ride. Charley did not forget his little friend at the hospital. Together he and his uncle rode to the hospital. Charley's uncle carried Tom out to the automobile, and what a glorious ride they had!

Charley enjoyed it very much because he shared his pleasure with Tom.

### HENRY'S SACRIFICE

When summer has gone, and the leaves turn red and brown, and then fall to the ground, and the air is frosty and cold, Henry likes to go out and gather nuts. He takes sacks with him. Sometimes he shakes the trees so the nuts fall on the ground, then he gathers them up and puts them in the sacks. Again he likes to climb the trees and pick them off the branches. Or he may find a hazel-brush where he can stand on the ground, pick the nuts, and drop them in his sack. What fine times he does have! The frosty air of autumn is so refreshing, the sunshine forcing itself thru the haze is so inviting, that he likes to go whenever school is out, and his work at home is done.

One day, while he was out gathering his nuts, he found a little wounded bird on the ground. At first he thought he would just leave it there, because he was so anxious to get all the nuts he could, and if he stopped to care for it and carry it home to a warm place, he would have no more time to gather nuts. But as he thought about the little bird, and how it was suffering, he decided to let the nutting go for that day and take care of the bird. So he picked it up and returned home with it, and cared for it carefully until it was well, when he gave it its freedom once more.

Henry was never sorry he made this little sacrifice for the sake of the wounded bird.

### WILLIE'S LITTLE FRIENDS

It was a cold day in winter. The ground was covered with snow. The wind was cold and biting. Mary and Kitty were playing in the nursery, where it was warm and cheerful. Their toys were spread out on the floor. Their dolls were dressed in their best clothes. Everything was cozy and comfortable.

Out in the cold with the wind blowing thru his thin patched clothes, was Willie, selling papers. His mother was very poor, and he had to do what he could to help her. Today he was so cold and hungry trudging thru the snow. How hard everything seemed to little Willie!

At length he passed the house where Mary and Kitty

were playing. Just then Mary looked out of the window. "Oh! see Willie out in the cold," she said, and Kitty jumped up to look. "Let's call him in and ask him to warm himself. He looks so cold." So the little girls brought Willie into their warm nursery and showed him their toys. Soon their mother brought them some bread and butter. They gave some to Willie. Willie was pleased and happy now. When he went out again with his papers it did not seem as cold, and the wind, he thought, did not blow as hard. Little acts of kindness which children may do brighten the world and make it seem a happier and a better place.

### THE LOST LETTER

One noon as George was coming home from school he found a letter lying on the sidewalk. He picked it up and carried it home to his mother. The address could not be made out. As he returned to school that afternoon he wondered whose letter it could be, and whether it was worth while to find the owner. The owner's name he knew, altho the address was blurred and could not be read. He decided that after school he would carry it to the postoffice. On the way to the postoffice he met Thomas, who was going to join a crowd of boys and play marbles. He wanted George to go with him, but George refused and did not explain his errand to Thomas. Thomas pleaded but George decided the marbles could wait—he would first deliver the letter at the postoffice. When he reached the postoffice he found there an old man who was greatly excited because he had lost a letter. It was the letter George had found. The old man was so delighted he gave George a quarter.

### NEW YEAR'S RESOLUTIONS

On New Year's eve, three children stood

Before their mother's knee and said,

"Do tell us now, 'fore we're off to bed,

What's meant by New Year's resolutions good."

"'Tis then folks say what they will do

To better the world and be more kind,

More eager the good and true to find,

When once again the year begins anew.

"They make a resolve, they earnestly try

To do as they plan and they say

Thru all the year from the very first day."

"Then may we have a share," the children cry.

"Yes, little boys and girls may share

In this cause for the good and the true,

For there's much, very much they may do.

New Year resolutions show that they care."

### EDITH'S LESSON

Edith was a little girl who had a baby sister named Rose. Edith was often asked by her mother to take care of Rose. She often took her out in the go-cart for a ride. Edith hated to do this. She always wanted to play with the other little girls instead of walking up and down the streets with Rose, so she often neglected her. She would leave Rose's go-cart standing on the sidewalk while she ran back on the lawns where the other children were playing. Rose did not like to be left alone. Edith did not seem to care. Her mother often told her how naughty it was to leave her little sister that way, and how dangerous, too. Edith would promise her mother not to do it again, but when her mother was not there to see her, she seemed to forget all about her promise.

One day she left the baby for a long time. Her older brother happened to come along and saw the baby there alone. "Now," he thought, "I will teach Edith a lesson." So he took the baby away to one of the neighbors where Edith could not see her. When Edith returned to the sidewalk the baby was gone! She was very much frightened. She looked all around for Rose but could not see her. Then she hurried home.

Altho Edith's mother knew the baby was safe, she

did not tell Edith. Many anxious hours did Edith spend out on the street looking for Rose! When at last her brother and mother told her where the baby was she had thoroly learned her lesson, and never left Rose alone again.

## PRIMARY READING

F. S. Hyer

Thus far the work of teaching pupils to read has been confined to the word and sentence method, and the teachers who have been doing the work indicated in the previous articles will find their pupils reading sentences with ease. They will read intelligently because they know the words found in the sentences, and they will read with good oral expression because they read intelligently. Of course, it is necessary for the teacher to keep in mind that all thru this early work the children are "learning to read," mastering the mechanics of reading, not "reading to learn," the ultimate end of reading. A recent critic said in writing of the work that I have been presenting in these pages: "Mr. Hyer has the mechanical side foremost instead of the thought side. He is after word mastery.—From the first sentence to the last there is very little thought content.—Sentences are composed for the purpose of mastering words." I plead guilty to the charge, and admit that the intent was premeditated. It is out of the question to maintain that a child can read to get thought until he has command of a reasonable vocabulary of printed words. It is the purpose of the beginning work in reading to give the child the ability to recognize in the printed form the words which he knows and uses in the spoken form. When he can recognize these words on the printed page then he can read sentences composed of these words. It should be remembered that sentences are composed of words, and without words we can have no sentences. The child begins his spoken vocabulary with words not with sentences. From a small group of words he makes many sentences, but he has the words first.

It is not enough, however, to give a child a mastery of words and help him to use them in sentences, he must be given power to unlock words for himself. He must be put in command of the elementary sounds that compose the words. No method of teaching reading is complete that neglects the matter of phonics. To me it seems wise to leave the matter of phonics until the children have mastered a fairly large vocabulary of words and can read sentences with good expression. During this time, the teacher should frequently call attention to the sound at the beginning of the words taught and have the children make the sound, as s-ee, b-all, r-un, etc. The sound of "s" can be taught in connection with the "s" endings. After the children have learned a number of words like "ball," "boy," "girl," "play," etc. Teach "boys," sounding the "s," then write:

boy	boys	run	runs
girl	girls	play	plays
dog	dogs	jump	jumps
cat	cats	bird	birds
cow	cows	sing	sings

Since the children know the words in the first column, they will find no trouble in recognizing those in the second column after the first two or three pairs of words have been pronounced. The teacher should see that both forms of the words appear in sentences for the children to read.

After the children are able to read sentences readily, the work in phonics should begin in earnest, with the thought of giving the children the power to unlock words. I repeat this thought, because I do not want the young teacher to lose the purpose of the work.

### TEACHING THE SOUNDS OF THE CONSONANTS

I should begin phonic work by teaching the sounds of the following consonants first, before teaching any

of the compound phonograms: b, s, k, p, h, m, t, w, f, n, l, r, j, y, v. This is the order in which they are given in Tracy's "Psychology of Childhood." It will be noticed that I have omitted "c" and "g." The reason for this omission I shall try to make clear a little later. I have also omitted "q" which has no sound of its own alone, but is always found with "u," "qu," and should be taught in that form when the time comes to teach the sound. It will be well, perhaps, to explain that we begin with the sounds of the consonants for the reason that their sounds are constant as initial letters, and after the sounds of the consonants are taught, each new compound phonogram which is taught later affords opportunity to make many new words.

If the teacher has any doubt about her own ability to make the sound correctly herself, she should turn to the table of consonants in the Guide to Pronunciation in the front part of the International Dictionary, and study it. She should have some key-word for each sound to help her in getting it right before giving the sound to the children, "b"ird, "s"ing, "k"ing, etc. She should practice on the initial sound until she can give it clearly and distinctly, then write the letter "b," for instance, on the board, and teach the sound, not the name. Have the children sound it, being careful that they do not say "buh." It may be necessary to show them exactly how to place the vocal organs in order to make the sound correctly, but such work is good practice for the teacher. Having taught the sound, have the children give all of the words that they can think of, that begin with that sound, ball, boy, bat, barn, bird, big, board, bill, bit, ball, etc. One sound is enough for a lesson. Drill on the sound taught whenever opportunity offers during the day and be sure that it is mastered before presenting a new sound. Proceed in some such manner until the sounds of all of the consonants suggested in the foregoing paragraph are mastered by the children. If one sound is taught each day, it will take but three weeks to accomplish the task, and if the work is well done, the children will have gained a power that cannot be measured. They will be ready to make rapid progress when the work with compound phonograms begins.

In regard to the sounds of "c" and "g," I should leave these sounds until the children know the letters, or at least the vowels, then I should teach "c"="k" when used before a, o, u, l, or r, and "c"="s" when used before e, i, or y, knowing this, it is never necessary to mark the "c" to indicate its sound. Teach that "g" has the hard sound when used before a, o, u, l or r. Because it takes time to develop these rules, I should leave these sounds until well on into the second year, or perhaps until the opening of the third year, but I should teach them in the primary form.

My next article will deal with the teaching of compound phonograms.

## A PAPER DOLL'S HOUSE

Maud M. Grant

Four large shoe boxes of uniform size. Take off the covers and stand up lengthwise (that is, so that the long sides make the floor and ceiling). Cut windows in the back and ends and paste on fulled tissue paper for curtains. The inside of the boxes may be papered with small figured wall paper or if the pasteboard is white the children may draw and color a wall paper design upon the inside of the boxes.

Let us furnish each room separately. For the living room.—Cover the floor of the box with a dark green paper. Then let the children make small rugs with fringed ends. Furnish with a table, sofa, two chairs made of stiff dark brown paper and a piano and piano stool made of dull black paper. The table may be covered with a square of tissue paper folded and cut out in a lacy design. On the side walls paste pictures cut from magazines, as the small reproductions of the Brown and Perry pictures.

The bedroom.—Use pale blue tissue paper fulled in for

## The Catholic School Journal

the curtains. Cover the floor with manila paper and cut a large rug from pale blue paper or make one with crayons. Furnish with a bed (making the cover, pillows or bolster of white or pale blue tissue paper), two chairs and a bureau and small table with a blue cover. Cut the furniture from heavy cream colored paper to imitate bird's eye maple. Decorate the walls with blue and paste a few pictures upon them. For the mirror in the bureau use a piece of silver paper. A long mirror also may be made by using an oblong of silver paper with a frame of dark paper about it, or it may be oval if desired.

The dining room.—Use white tissue paper for the curtains. Cover the floor with a dark paper and lay over it a square rug cut from some oriental wall paper. Furnish with a sideboard, four chairs and a table all made of dark brown paper. Paste pictures suitable for a dining room upon the walls. Let the children decide upon these. Cut a lace doily from white tissue paper, put it on the table and on it place a small silver dish (made by moulding tin foil in a thimble to give it shape) and in this place a few fern leaves cut from dark green paper.

The kitchen.—Leave the walls white. Cover the floor with white oilcloth. Make two chairs and a table of white bristol board. Cover the table top with white oilcloth. Make a stove and pipe of black paper. Curtain the windows with white tissue paper.

Placed in a row, these four little rooms make a very dainty little "flat."

### A PAPER CUTTING EXERCISE

Gerald had brought Miss Lyle two large sheets of gray pasteboard. "Mamma found it in the attic when she was cleanin' house; they're the sides of an old hat-box," he said.

Miss Lyle received them joyfully, for she made use of anything that came her way.

She immediately set to work and cut two patterns out of white paper, one, a fruit dish on a standard and the other a basket. She folded her paper and then cut out the dish and the basket so that the two sides would be symmetrical.

These patterns and large sheets of drawing paper she gave to two of the children with directions to "draw around them and cut them out."

The dish was to be left white, but the basket was to be colored in red, green and pale yellow to imitate colored straw.

When these, (the basket and dish) were cut out, Harold, who did everything so carefully and neatly, was asked to paste them on the gray cardboard, a little below the center of the sheet.

Then white paper, the scissors and crayons were passed and the whole school began upon a fruit lesson. Each child could draw and color any fruit he wished, an apple, orange, lemon, peach, plum, banana, pear, etc.

These were drawn freehand, colored and cut out. The very best of them all Miss Lyle collected and Angela, with a dab of paste on each one, stuck them in the top of the dish and basket; some in their entirety, and others overlapping, as fruit naturally shows when heaped upon any receptacle.

The result was two pretty "fruit pieces," and the children enjoyed them because they showed their own work, their own choice of fruit and color, and their carefulness and neatness in execution.

### A JANUARY LANGUAGE LESSON

"J-A-N-U-A-R-Y" wrote teacher upon the blackboard. "Now let us each write a sentence beginning with the letters found in "January," like this.

J ane went to school today.

A re you quite well this morning?

N o, I do not care for milk.

U mbrellas are being sold at reduced prices today.

A nna walked down street with me.

R un boys, the fire engine is coming.

Y ou have not been tardy this year.

This makes a good language lesson, as it promotes originality in sentence making, and ingenuity in choosing the initial word.

The idea, too, of the initial words spelling "January" appeals to the child and stimulates his interest.

# Training Teachers by Correspondence

The Interstate School of Correspondence, with its unusually strong facilities for giving instruction in the branches required by teachers in Catholic schools, invites Sisters who would improve their education and teaching ability to write for particulars regarding our courses. So far as we know, no one connected with a Catholic school has ever regretted the investment of time and money for instruction under our direction. We aim always to give every student more than good value for the price paid. In one school in Chicago (on the south side) we secured one student six months ago. Today we have eight Sisters in that institution on our rolls; they have recommended our work to sisters in other cities and from the initial enrollment about a dozen students have come to us. This is only one instance; our methods of work and the fidelity with which the interests of students are safeguarded always bring us a number of new friends from each enrollment.

### COURSES THAT YOU NEED

**NEW NORMAL COURSES**—Comprising twenty-four branches, newly prepared and new in arrangement, are now ready for students, after many years of experience and preparation. The new courses mark the greatest advance we have ever made; neither time nor money has been spared to make them as perfect as possible. The text-matter in every branch was prepared expressly to meet the exacting needs of our students; it has been fully demonstrated that residence school text-books alone cannot be used successfully in correspondence work.

**ACADEMIC DEPARTMENT**—Each branch is a thorough, complete work in itself, offering as much work as could be secured in the same subject in a high-grade residence school. Sixty per cent of the Sisters who are studying with us select their work from this department. In support of our claim to thoroughness in these branches we have only to state that any satisfactory Academic credit will be accepted towards entrance requirements at Northwestern University and credit will also be granted toward advanced standings in four State Normal Schools.

Correspondence is cordially invited. State your needs as fully as possible and your letter will have prompt attention

**INTERSTATE SCHOOL OF CORRESPONDENCE** 382-384 Wabash Ave  
CHICAGO

DRAW LINES THROUGH SUBJECTS IN WHICH YOU ARE INTERESTED. WRITE YOUR NAME AND ADDRESS BELOW AND MAIL TO THE SCHOOL

#### NORMAL DEPT. - STRONG REVIEWS

##### ONE OR MORE BRANCHES IN A COURSE

Arithmetic	Physics
Elementary Algebra	U. S. History
Higher Algebra	Civil Government
Bookkeeping	Elementary Economics
Plane Geometry	Pedagogics and Methods
Grammar and Analysis	History of Education
Reading	Educational Psychology
Composition and Rhetoric	Physiology and Hygiene
Am. and Brit. Literature	Geography
General History	Physical Geography
Music	Elementary Agriculture
Drawing	Botany

#### ACADEMIC DEPT. - EACH SUBJECT IS A COURSE

Arithmetic	First Year Latin
Elementary Grammar	Second Year Latin
English Grammar	Practical Rhetoric
Rhetoric and English	Eng. and Am. Literature
Composition	Physics
Elementary Agriculture	Botany
Algebra	Ancient History
Geometry	Med. and Modern History
	United States History

#### SPECIAL COURSES

Pharmacy	Business
Primary Methods	Shorthand
Intermediate and Grammar School Methods	Typewriting

#### COMMERCIAL DEPT.

NAME.....

ADDRESS.....

Catholic School Journal—January



## The Literature Class

### FOR TEACHERS OF ENGLISH AND LITERATURE.

By Brother Leo, F. S. C., St. Mary's College, Oakland, Cal.

The basis of correctness in English usage is not:

- The individual;
- The dictionary;
- Grammar and rhetoric;
- Reason.

The rulings of any individual in matters of usage are not to be assumed infallible; *magister dixit* has lost its magic. The dictionary and works of grammar and rhetoric are valuable, even indispensable in their way, but they do not constitute the basis of correctness in English. Whatever value the dictionary may possess is derived from the fact that the dictionary reflects—or is supposed to reflect—the real basis of correct usage. Furthermore, it is obvious that correct usage is not based on reason; our spelling, our pronunciation, our sentence structure follow not reason, but custom.

Briefly, the basis of correctness in English may be said to be the usage of the majority of educated speakers and writers.

The majority of educated speakers and writers constitute the court of last appeal. Rarely, if ever, does that court hold a formal sitting, but its decisions are handed down incessantly, and from those decisions there is positively no appeal.

Correctness in English is based upon usage that, to adopt the classification of many rhetorics, is national, present and reputable.

In connection with reputable usage occurs the consideration of slang. We must recognize two kinds of slang—vulgar slang and technical or professional slang. The former has no justification either from the usage of the educated majority or the dictates of common sense. At its best it is fossilized poetry the use of which implies laziness and lack of originality. Professional or technical slang, on the other hand, is a necessity and its use is perfectly justified within certain limits. Teachers, actors, lawyers, clergymen, journalists, engineers—all have their special technical slang.

The criterion of correctness in writing or formal discourse is not identical with the criterion of correctness in conversation or informal discourse.

Language, being a living thing, is constantly changing, and as a consequence there is no absolute finality in regard to the basis of correctness in usage. Two tendencies are constantly at work, the radical and the conservative, and by them is the language incessantly modified and reshaped.

A practical and working knowledge of the best usage may be secured, not so much by the study of textbooks of grammar and rhetoric, nor by participation in that popular form of idolatry known as dictionary worship as by copious reading of the best that is written and contact with cultured and enlightene minds.

### The Teaching of Composition.

The well nigh universally recognized fact that composition writing and composition correcting are twin forms of pedagogical drudgery in the vast majority of schools seems to indicate that there is a lack of interest in this important subject, a lack of interest almost equally conspicuous both before and behind the teacher's desk. If conditions are to be bettered, if composition work is to cease assuming the role of necessary evil and take its rightful rank, a pleasurable and inspiring branch of duty, the teacher must take the initiative. It is the teacher's duty to make the writing of compositions less of a thankless task and more of a labor of love. Some of the means of accomplishing this eminently desirable result are the following:

Encourage the students to write on subjects that interest them personally and vividly, subjects that are live and up-to-date.

Let the pupils expend a goodly portion of their ingenuity in the framing of attractive titles for their compositions.

Do not insist on lengthy compositions. The safe course is to establish a low minimum length and permit the students to write as far as they please beyond it.

Compositions should be written as frequently as is consistent with the course of study and common sense. In writing, frequency begets facility.

The correctness of compositions should be done, but not overdone. Adopt a system in your work, and aim almost exclusively now at eradicating a certain group of errors, now at inculcating certain principles of construction. Let your correction be constructive for the most part rather than destructive.

Class discussion of composition, when not allowed to go to extremes, is interesting and helpful. In this connection exercises in reconstruction might profitably be introduced.

Further recommendations are: Prepare the students for each composition by an informal class discussion of the subject; insist on neatness and uniformity of manuscripts; have a fixed time at which all compositions are due; do not attempt the work of correction at the "fag end" of the day.

The teacher of composition should aim to develop:

Interest in theme and treatment;

Unity, mass, coherence;

Simplicity—a horror of "fine" writing;

A working knowledge of the principles of rhetoric.

Composition work should be correlated whenever possible with the other branches of study.

The teacher's own preparation may best be acquired by reading, thinking and writing; and the ideals both of teacher and students might be summed up in the following motto: "To love what is true, to hate shams, to fear nothing without and to think a little."

### How to Teach Shakespeare.

It were a rash man rather than a wise one who would undertake to lay down rigid rules for the teaching of Shakespeare's plays. Every right-minded teacher is or ought to be a law unto himself as regards details of methods. There are certain things to be aimed at, however, certain results to be achieved, and the discussion of these aims and results ought to prove helpful to actual and prospective teachers of English.

In the first place it must be borne in mind that a Shakespearean play is a piece of literature and as such should be taught in the same manner that any other piece of literature is taught. On the other hand, a Shakespearean play is something distinctive inasmuch as it is the expression of the personality, the life theories and the art theories of its author. The wise teacher will not lose sight of this dual viewpoint.

Success in the teaching of Shakespeare depends very largely on the degree in which the teacher succeeds in arousing and maintaining the interest of the students. Consequently, he will not, in the first reading of the play, stress facts of grammar, rhetoric or philology. He will rather aim at securing interest in the story as a story.

That luminous and suggestive bit of art criticism, first enunciated by Lord Bacon, that a piece of art should be studied as a whole, must not be ignored by the teacher of Shakespeare. The teacher should bring the students to recognize the unity of theme and coherence of action in the drama. Furthermore, he might profitably lead the pupils to discover in the play a practical application of the unwritten but none the less rigid laws of dramatic construction. In "Julius Caesar," for instance, he can show the students how the climatic event of the play, the assassination of Caesar, is in a very correct sense the keystone of the drama, the point in the plot to which everything that precedes it leads up and from which everything that succeeds it inevitably flows.

The study of characters is a valuable aid in the teaching of Shakespeare. Most of this work might profitably be done by means of comparison and contrast.

A distinct advantage is possessed by the teacher who has a facility for giving readings from the plays. Such facility, it is consoling to recall, is largely conditioned by intelligence and practice.

In general, the aims that should inspire the teacher of Shakespeare are:

The development of the critical faculty in the students; the development of the constructive faculty in the students; the arousing and maintaining in the students of

a perception and appreciation of art forms—in other words, the development of the aesthetic sense—and, lastly, a broadening and deepening of the students' knowledge of life. "The truth shall make you free."

#### ADELAIDE PROCTOR.

Sister M. Fides, Sisters of Mercy, Pittsburg, Pa.

Adelaide Proctor is not among the greatest geniuses the world has known. She herself disclaims this honor; likewise she disclaims the concomitant irregularities, eccentricities, the "hate of hate, scorn of scorn, love of love"; the misunderstandings, the fearful isolation, the eternal "tooth-ache in the heart" (as Heine calls it)—that characterize the highest genius.

There are many faulty stanzas in Adelaide Proctor's works; many lines that hurl defiance to the technicalities of versification—yet under these uncouth robes, there lie thoughts that comfort the heart, elevate the mind, to infuse into the soul fresh resolution—courage—hope.

Sow with a generous hand,  
Pause not for toil or pain.

Sow and look onward, upward,  
Where the starry light appears;  
You shall reap in joy the harvest,  
You have sown today in tears.

And we believe her. We turn with lighter heart to the old monotony, the all-grasping, nothing-recompensing sowing-time.

Judge not: the workings of his brain  
And of his heart thou canst not see;  
What looks to thy dim eyes a stain—  
In God's pure light may only be  
A scar—brought from some well-worn field  
Where thou wouldst only faint and yield.

she says; and somehow the potency of that thought speeds, as an arrow, into some rash judgment, some evil thought—scattering its malice, its personal venom, and—we change; our feelings grow kinder; we pity that which—an hour before—we had bitterly condemned. Ah! if we only knew this hidden battlefield whence issues the word

that wounds; the cold, reserved manner that irritates; the thoughtless, unkind act that angers us—how differently we should act one towards another, how different life would be! Our knowledge of ourselves, and of the many misinterpretations of our words and actions should teach us to seek the broader truth under that charity which judges not.

Among the poems which comfort hearts; which plead for the good, the kind, the holy—we find the following: "Sowing and Reaping," "Cleansing Fires," "Life and Death," "Thro' Peace to Light," etc. Among those set to music, thus voicing their goodness in the sweet strains of song, are the following: "The Last Chord," "The Storm," "Where are the Swallows Flew?" "How Faint, How Pure and White," "Give Me Thy Heart," "Ave Maria Bright and Pure" and "Star of the Sea."

Her longer poems, "Homeward Bound," "The Angel's Story" "The Legend of Provence"—abound in those helpful, hopeful thoughts that characterize the shorter poems. One thought from "The Legend of Provence" shines as a first-magnitude star in a dark night:

"No star is ever lost we once have seen;  
We always may be what we might have been."

The death of Adelaide Proctor was in accordance with her noble life; having in early womanhood embraced the Catholic religion, having lived in accordance with its holy precepts, it was fitting that her end should be such as religion promises. With fortitude, calm hope, unwavering faith, she who had sung so beautifully of death, awaited its coming. And it came—crowning a well-spent life, sealing with the sign sincerity all she had written, especially those consoling lines wherein she says:

Why shouldst thou fear the beautiful angel, Death—  
Who waits thee at the portal of the skies?  
Ready to kiss away thy struggling breath,  
Ready with gentle hands to close thine eyes!  
O what were life if life were all? Thine eyes  
Are blinded by thy tears or thou wouldst see—  
Thy treasures wait thee in the far-off skies  
And Death—thy friend—will give them all to thee.

#### Have You Tried

### Devoc Oil and Water Colors?

**I**f you haven't, you've got something to learn about using and getting good results from colors.

Devoc colors are true, uniform in texture, perfect in quality; they are the matured results of over one hundred and fifty years of selective process.

Whenever we find anything that adds to their quality, we put it in.

The name Devoc is a small thing to look for on colors and art materials; it means a good deal when you find it.

Send for catalogue. Special prices to schools and teachers. Address Dept. S.

## Devoc

176 Randolph Street Chicago  
1214 Grand Avenue Kansas City  
Fulton and William Streets New York

#### "THE HOUSE THAT HELPS THE TEACHER"

### W. H. WILLIS & CO.

CHICAGO, ILL. 4th and Elm Streets. CINCINNATI, OHIO.

**Peters' Modern Pianoforte Method.** by W. M. Peters, while not designed as a "Self Instructor" comes nearer making such a feat possible than any book yet published. Most carefully fingered and consistently graded. Heavy paper binding in cloth back. Introductory price, 60c.

**The Beginner,** or the First Steps in Piano Music by A. O. Robertson. Takes the pupil from the first rudiments of notation, up through the various scales in all the Major and Minor Keys. The latter part of the book contains a number of Henry Weber's arrangements of the old familiar airs, and a very comprehensive dictionary of all necessary musical terms. Paper binding. Introductory price, 38c.

**Exercises in Scales and Arpeggios** —Sederberg. Embracing scales in all major and minor keys, both Melodic and Harmonic. Exercises in broken chords. Broken Chords of the Dominant Seventh, and its inversions. Dominant Seventh Arpeggios with inversions. Chords of the Diminished Seventh, and an exhaustive treatise on Thirds. Durably bound in heavy paper. Introductory price, 67c.

**Selected Studies** in four books, compiled by Hans Reutling. Selected from the best pedagogic materials, carefully graded. These studies are a part of the regular curriculum of the Cincinnati Conservatory of Music. Introductory price, each volume, 38c.

**Studies for the Acquirement of Sight Singing** by A. J. Gantvoort, Director of the Cincinnati College of Music. Ex-president M. T. N. A. Book 1 Diatonic Studies. Introductory, 57c.

Book 2 Interval Studies. " 75c.  
Book 3 Harmonic and Free Studies. " 94c.  
This work is the culmination of twenty-five years of Sight Singing teaching in the best schools of America. All exercises are melodious and are within easy range of all voices. Many exercises are written in two or three parts, and in all cases the lower part is printed in both the Bass and Treble Clefs.

**The Childs Song Garden** by Mrs. Mary B. Ehrmann. Contains forty beautiful songs with ranges easily sung by any child, accompaniments any one can play, set to the most beautiful words of Stevenson, Riley, Field, Dickens and many others. Beautifully bound in full buckram, with fitting illustrations by Dixie Selden. Price, \$1.00.

OUR CATALOGUE CONTAINS MANY HELPS TO THE TEACHER AND STUDENT. COMPLETE CATALOGUES ON APPLICATION

# EXTRACTS FROM LETTERS TO THE JOURNAL. HOW THE JOURNAL IS REGARDED BY CATHOLIC EDUCATORS HUNDREDS OF PROGRESSIVE TEACHERS HAVE WRITTEN TESTIMONIALS SIMILAR TO THESE.

"Please enter my name for an additional subscription to The Journal. I have been accustomed, after glancing through my copy, to pass it on to the teachers of St. Jerome's school; but I find its contents so valuable that I want to keep an extra copy on hand for myself."—Rev. P. A. McLaughlin, St. Jerome's Church, Chicago.

"The teachers of our school derive much benefit from The Journal, and look forward to its coming each month with great interest."—Sister Margaret Mary, Holy Angels' School, Buffalo, N. Y.

"Your Journal is greatly appreciated. You are doing a good work. More power to you!"—Rev. Robert Brown, Grand Rapids, Mich.

"The Journal is live, interesting, up to date and certainly a most helpful magazine for Catholic teachers."—Rev. P. J. Sloan, Syracuse, N. Y. (author of catechetical texts).

"We find The Journal a real help and source of inspiration in our school work. Success to it."—Sisters of Mercy, Greenville, Miss.

"We desire to renew our subscription to your indispensable monthly, The Catholic School Journal."—Convent of Mary Immaculate, Key West, Fla.

"The Journal is a most excellent periodical for teachers. Wishing it the patronage which it so richly deserves, I am,"—Brother Michael, M. Immac. Conception School, Washington, D. C.

"We are delighted with The Journal, and would rather give up any of the other journals than yours. It is just what is wanted in the schools."—Sisters of Notre Dame, St. Vincent's, Philadelphia.

"Permit our congratulations to you for supplying a necessity to Catholic teachers."—St. Ann's Convent, Lachine, Canada.

"We are much pleased with The Catholic School Journal."—Holy Cross Convent, Brooklyn, N. Y.

"The suggestions of The Journal are practical and spirited. We shall take pleasure in aiding it to the success it so well merits."—Sisters of Providence, St. Mary's, Ind.

"All our teachers like The Catholic School Journal. Being essentially Catholic, it is far superior to all other school magazines."—Ven. Mother Martin, St. Joseph's School, Argyle, Minn.

"It is false economy for any school to deny itself the help of good educational periodicals. Among Catholic schools The Catholic School Journal should be the first choice."—Rev. J. B. O., New York.

"The Sisters are deriving constant benefit and much inspiration in their daily work from your excellent periodical."—Sisters of Charity, St. John's School, New Haven, Conn.

## THE BRADLEY WATER COLORS



This is our New B 1 long box, eight pans of semi-moist colors,  
Retail Price 25 cents

### BRADLEY NEW TINTED DRAWING AND CONSTRUCTION PAPERS

Are made in fifteen beautiful colors. Send for Sample Book and Prices

**KINDERGARTEN SUPPLIES**—Complete Outfits, Furniture, Gifts, General Materials and a full line of Kindergarten Books, including a new book, "WHAT AND HOW," specially adapted to the use of primary teachers.

**HAND WORK MATERIALS**—Reeds, Raphia, Weaving Yarns, etc.

**BROWN'S FAMOUS PICTURES**

## THOMAS CHARLES CO.

Northwestern Agents of Milton Bradley Company  
80-82 Wabash Ave., Chicago

Send for 96 Page Catalogue, Free.

## Interesting...Practical and Up - to - Date

### THE GOODYEAR - MARSHALL COMMERCIAL PUBLICATIONS

continue to be as popular as ever, and with the late revisions and additions to the series now offer the latest and most practical and usable texts for commercial classes on the market.

#### Graded Courses in Bookkeeping and Business Training are our Methods

We can equip your school with courses ranging in required length of time, from **Three Months to Three Years**.

Our latest editions offer drill in **Carbon Duplication**, cash register practice, and a variety of other business practice either through practice or face-to-face transactions.

If you are looking for something fresh, interesting and practical, for your bookkeeping classes you should correspond with us. We are always glad to supply samples to teachers and advise with them as to the construction of courses.

**MARSHALL'S BUSINESS SPELLER** is a late work intended for the teaching of spelling on new and pedagogic lines. You should see this "new departure" book.

Our "**Business English**" and "**Progressive Commercial Arithmetic**" are still "Leaders" in these respects.

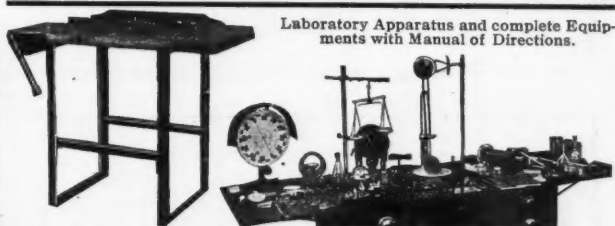
Also, we carry a complete line of commercial school stationery, blank books, legal forms, etc.

Write us for new illustrated catalog, terms and samples.

### Goodyear-Marshall Publishing Company

Cedar Rapids, Iowa

Depositories in leading cities



Laboratory Apparatus and complete Equipments with Manual of Directions.

Manual Training Benches and Tools.

Send for free booklet.



Sanitary Steel & Regular School Desks & Supplies. Automatic Planetarium.  
**COLUMBIA SCHOOL SUPPLY CO., :: Indianapolis, Indiana**

### Wright's Civil Government of the United States and

### Wright's Constitution of Wisconsin

#### COMBINED IN ONE BOOK.

Is the best work on civil government for Wisconsin schools and is generally used in them.

Remember that the Constitution of the United States and the Constitution of Wisconsin are required by law to be taught in all public schools in the state. This law is not complied with by a book on civil government which does not explain the Constitution of both the State and the United States fully. Wright's book does this.

Send for complete list of School Books, with prices, published by the

## Midland Publishing Co.,

21 East Wilson St., Madison, Wis.



## Advanced Class in Stenography

**T**EACHING orders having classes in stenography have need at this time of text books for advanced students. We suggest two:

### Dictation Studies

Systematic guidance through the "dictation" part of the course is now conceded to be as essential as in the "system" part of the course. **Dictation Studies** places the acquiring of speed upon a scientific basis. It is placed in the hands of the student. The lessons are studied in advance and thus the formation of bad habits is prevented—the student has an opportunity to determine upon correct outlines. His progress is sure-footed, and much more reliable than under the old haphazard plan. A sample copy will be sent to any Catholic teacher upon receipt of 50 cents.

### Stenographer's Business Practice

This is a short course in "actual business practice" for stenographers which should immediately precede graduation. The student is assumed to have employment in a business office, where the practical business duties of the office must be attended to as they arise, as well as the daily dictation. In this attractive form, the student receives training in copying, duplicating, filing, indexing, carding, tabulating, billing; the use of follow-up systems, form letters and paragraphs, office appliances; and many other business duties with which you realize that they should be familiar.

A sample outfit will be sent to any Catholic teacher upon receipt of 50 cents. Don't forget that we publish a full line of commercial texts, for both book-keeping and shorthand departments.

**J. A. LYONS & COMPANY**

CHICAGO

NEW YORK

### POPE SENDS MESSAGE:

#### SISTERS ARE BLESSED.

"The Most Holy Father from his inmost heart blesses the Sisters of Charity on this most illustrious day." This was the message received from the Holy Father at the celebration of the Golden Jubilee of the foundation of the Sisters of Charity, last month, in St. Patrick's Cathedral, New York.

Never before has there been so many Sisters of Charity in the Cathedral at the same time. They came from all parts of the country. They numbered 1,000 and they represented twenty-five religious communities. Conspicuous among those quiet women were eight Coronet Sisters from Emmetsburg, Md., they being the successors to the members of the community over which Mother Seton provided.

There were Sisters of Mercy in their black robes with white head dress and Dominicans in white habits under black robes. There were Franciscans in flowing gray robes and black veils. The Little Sisters of the Poor, Sisters of St. Joseph, Reparatrice nuns, Sisters of the Sacred Heart, Ursulines, Missionary Sisters of St. Francis, Sisters of the Assumption and Sisters of the Peace.

Three orders of men teachers had front seats. They were the Christian Brothers, Oblate Brothers and Brothers of St. Mary. Twelve hundred girls and 300 boys, under the direction of Father Thomas F. Smith, sang "Blest Be the Faith," and "Holy God, We Praise Thy Name."

In the procession marched the archbishop, six bishops, fifteen monsignors, heads of provincial orders and hundreds of priests. The bishops were Thomas F. O'Sack, auxiliary bishop of New York; John P. O'Connor of Newark, Charles E. McDonnell of Brooklyn, George W. Mudelein, auxiliary bishop of Brooklyn, and Thomas A. Burke of Albany.

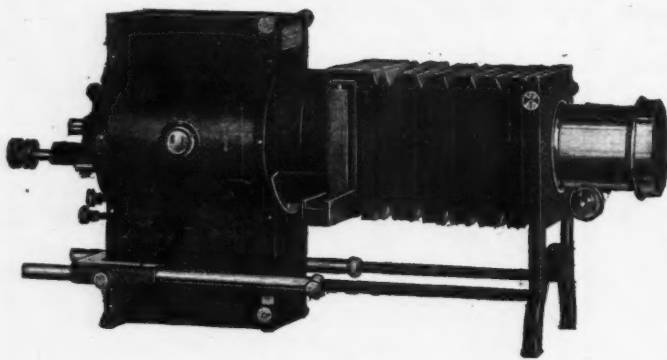
Monsignor McKean took for his text: "Who Shall Find a Valiant Woman? She hath opened her heart to the needy and stretched out her hand to the poor. Her children shall rise up and call her blessed."

There was a Mass Dec. 2, in honor of Mother Seton in every Catholic church of the archdiocese and exercises in the parochial schools.

### CATHOLIC UNIVERSITY

#### PLANS SUMMER SCHOOL.

Plans are being discussed by Monsignor Shahan and the directors of the Catholic University for the opening of a Summer Normal



## Bausch & Lomb

announce a

## New Portable B. opticon

Model C

designed for

## Educational, Scientific and Popular Projection

combining

Simplicity of Operation, Compactness and Light Weight, together with Low Cost.

☐ Complete with electric hand feed lamp and ¼ plate lens for **\$35.00**

☐ This lantern, owing to all its parts being standardized permits the addition at any later time of attachments for opaque and microscopical projection.

☐ Send for new Catalog D-g giving complete description and prices with various accessories.

☐ **PRISM** is our little lens expositor. Send for Copy D free upon request.



Our Name on a Photographic Lens, Microscope, Field Glass, Laboratory Apparatus, Engineering or any other Scientific Instrument is our Guarantee.

**Bausch & Lomb Optical Co.**

NEW YORK WASHINGTON CHICAGO SAN FRANCISCO  
LONDON ROCHESTER, N.Y. FRANKFORT

school at the university. The present idea is to have sessions commence July 15, and last six weeks. The summer school would be preliminary to the establishment of the Institute of Pedagogy. Academic and special courses will be given.

There are about two hundred teaching orders among the Catholic sisterhood in this country, and these and others would send representatives. The lecturers of the summer school would be members of the faculty, those already mentioned being Rev. Dr. Pace, professor of philosophy; Rev. Dr. Kerby, professor of sociology; Rev. Dr. Maguire, professor of Latin and literature; Rev. Dr. Shields, professor of logic and the philosophy of religion; Rev. Dr. Fox, associate professor of ethics; Dr. McCarthy, professor of American history; Dr. Dunn, professor of Gaelic language and literature; Dr. Landry, professor of mathematics; Dr. Lennox, professor of English language and literature, and Dr. Shea, professor of physics.

#### JEWS AND SCHOOL QUESTION.

The problem which has agitated school boards in all cities of the country where the population has a large foreign element, reached Chicago last month, when a memorial asking the school board to do away with all sectarian teachings in the schools was presented to President Alfred B. Union. The memorial is signed by five Jewish religious workers and their stand may mean a long and bitter fight upon the floor of the board. The petition claims that in various hymns in the schools there are moral lessons diametrically opposed to the Hebrew faith, and that there is a tendency to teach Jewish children things that their religion either condemns or does not favor. This is against the

spirit and the letter of true democracy, the protesting rabbis claim, and they close their memorial with a request that the president at once issue an order taking these hymns out of the schools. It is contended by many that the elimination of the Christian ideas in Christmas exercises would be allowing the schools to become Jewish rather than non-sectarian.

"Catholic Belief" is one of the best mission books in the English language. After a sale of 360,000 copies, Benziger Brothers are now making a price of 10 cents a copy on this remarkable book in quantities from 10 to 100. The clergy and religious desiring to have on hand a supply of books of the kind that can be given advantageously to non-Catholics and weak Catholics alike, should place an order for some of these books now that the price has been reduced.

The proper manipulation of the microscope requires an adequate knowledge of the optical and mechanical principles underlying its construction. As an adjunct to their excellent treatise on the Manipulation of the Microscope by Edward Bausch, The Bausch & Lomb Optical Company, Rochester, N. Y., has recently issued a very interesting and instructive chart of the Microscope Stand. Side by side are shown a perspective view and a vertical cross-section of the most modern type of instrument. The different parts and accessories are clearly lettered and named and the path of the rays and the formation of the various images is very well shown. The chart, 3 feet 6 inches by 4 feet 7 inches in size, is handsomely executed in colors and durably mounted on cloth, with rollers at the top and bottom. It is a very useful and attractive addition to the equipment of any laboratory and is now being distributed to the leading scientific institutions of the country.

It is interesting to note that the Isaac Pitman system of shorthand has been exclusively readopted by the New York Board of Education for a further period of five years, commencing January, 1910. This system has now been in use in the High Schools of New York City and vicinity for upwards of fifteen years, and has, by its demonstrated worth and genuine merits, supplanted the systems previously taught in the above schools.

The New Orleans Institute of Catholic Teachers held its third annual session this fall. Archbishop Blenk, who presided, imparted the benediction of his Holiness Pius X. to the representatives of the teaching con-

### WILLIAM R. JENKINS CO.

Publishers, Booksellers, Stationers, Printers  
851-853 SIXTH AVE. (COR. 48TH ST.) NEW YORK

### FRENCH AND OTHER FOREIGN BOOKS

Complete  
catalogue sent  
when request'd

#### JUST PUBLISHED

#### LECTURES ET CONVERSATIONS

By Du Bois and De Geer

Professor of the French Language and Literature

Boards. 151 pages. 75 cents

Stories and anecdotes alternate in these lessons permitting the introduction of many idioms and expressions which materially help conversation.

The lessons, sensible and out of the usual commonplace order, are splendidly illustrated. A vocabulary added.

## Entertainments

ARE easily arranged from our free catalog of the Best Plays, Action Songs, Drills, Cantatas, etc. Our Pleasing Programs contain lists of select material well graded. Come to us for Washington and Lincoln and Commencement material.

The House that Helps will Help You.

Eldridge Entertainment House  
Franklin, Ohio.

## THE WIDE AWAKE READERS

WRITE TO  
LITTLE,  
BROWN  
& CO.,  
Boston  
and Chicago

## WHY DO YOU SUPPOSE

The Teachers College, Columbia University,  
New York

and

## American Woman's League

have adopted the

## ISAAC PITMAN SHORTHAND?

"The selection of a system of shorthand for the correspondence courses of The American Woman's League was a matter of great importance. We realized that we must have absolutely the best system published; that we must determine the merits of that system without any other consideration than its demonstrated worth. The system selected (Isaac Pitman) is one which on account of its long use, has proved beyond question its genuine merit. This system may be studied with the absolute confidence that there is none better; that it permits of the very best results for the student who would do shorthand work in an office, or as private secretary or court stenographer. Moreover, it has a shorthand literature more extensive, probably, than that of all other systems combined."—From The Messenger, the official organ of American Woman's League.

Write for "Why the Isaac Pitman Shorthand is the Best" Free mail course for teachers.

### Isaac Pitman & Sons, Pubs.

31 Union Square, New York

Publishers of

"Course in Isaac Pitman Shorthand" \$1.50

"Practical Course in Touch Typewriting" .75

## "CRAYOLA"

For  
Educational Color Work

### Stenciling Arts and Crafts

The colors in this crayon are permanent and brilliant; easily applied; no waiting for colors to dry no running; no smearing.

Put up in stick form in a variety of twenty-four colors.

Particulars to those interested, or send 25 cents in stamps for a box containing the twenty-four colors.

## "AN-DU-SEPTIC"

### Dustless Chalk

Hygienic—Economical—Endorsed by teachers everywhere. Samples to teachers interested in a sanitary schoolroom.

## "DUREL"

Hard Drawing Crayon  
For Pastel Effects.

### BINNEY & SMITH CO.

81 Fulton St. New York

## TEACHERS, GET THIS FLAG FREE FOR YOUR SCHOOL



Wake up the love-of-country spirit in your pupils. Make patriots of them. It means the making of better citizens; better men and women; better fathers and mothers. You owe it to yourselves to do this. **And the splendid big flag we send you will not cost you one cent either!**

**WRITE US** Tell your pupils about it today. See if they don't enter heart and soul into the plan. Here is how you can get this Washington **FREE** big flag free: Pictures ...

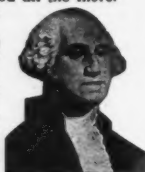
Write us and we will at once send you postpaid 35 of our Emblematic Flag Buttons in the beautiful National colors. They make handsome shirtwaist sets and coat lapel ornaments. Give these to the children and let them sell them at 10 cents each. They can dispose of the lot in a few hours and will enjoy doing it. Then send us the proceeds and we will immediately ship you, all charges prepaid, one of our big 5x8 feet Bunting Flags, 48 stars, sewed on both sides, a Standard U. S. Flag, for indoor or outdoor use. Guaranteed not to fade. The same flag that would cost you \$4 or \$5 in any retail store. And this way you get it absolutely free for your school.

Don't wait until tomorrow. Talk to your pupils about it today. The School Board will applaud your energy in getting the flag without bothering them and your pupils will love you all the more.

**Write today for Buttons, we will send them postpaid and you are not out one penny.**

**ARE THE PICTURES OF THE PATRIOTS "WASHINGTON" AND "LINCOLN" ON YOUR SCHOOL WALL?**

We furnish them suitable for schools 20x24 inches in size, beautiful photo colors, and framed in solid black 2-inch frame. You can procure them on the same plan as the Flag. Write for 35 buttons, send us the \$3.50 when sold by the children, and we will send either Washington's or Lincoln's picture securely packed and express paid to your station. We furnish either Washington or Lincoln buttons or the Flag buttons. **Please state kind of buttons you desire us to send you.** After you have secured the flag or picture for your school we will pay you cash for writing a few letters for us to other teachers.



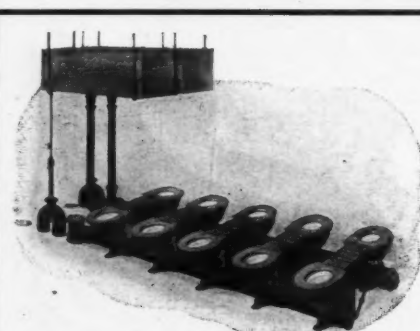
**MAIL ORDER FLAG CO., 142 Meridian St., ANDERSON, INDIANA**



### TO CATHOLIC SCHOOL OFFICIALS:

**"DON'T Order School Furniture or Supplies, Church or Assembly Seating without consulting the HANEY SCHOOL FURNITURE CO., Grand Rapids, Michigan. They are large manufacturers of these goods. Thirty years' experience gives them advantages that others do not possess. Goods always carried in stock. Prompt shipment guaranteed."**

**HANEY SCHOOL FURNITURE CO.,**  
Grand Rapids, Mich.



**Nelson Ventilated Double Latrines**  
Used in new St. Louis schools and in over one hundred other places.

Manufactured by

**N. O. NELSON MFG. CO.**

EDWARDSVILLE, ILL.

ST. LOUIS, MO.

### No Foul Odors

can remain in school toilet rooms where you use

**NELSON'S**  
**Ventilated**

**Hopper Latrines**  
**and**  
**Ventilated Urinals**  
(Automatic Flush)

Write us for information and our booklet, "A Few Points on Sanitation for Schools."

gregation and other Catholic educators who filled the hall, and to all the members of the Institute. Father Kavanaugh, the superintendent, reported that 15,000 children were now attending the parochial schools of the city—an increase of 2,000 over the preceding year. This means a saving to the city of \$400,000—a fact which made the imposition of a per capita tax on water and other taxation a crying injustice. The Institute had effected an improvement in school equipment and adopted provisionally a uniform system of text-books. After a year's trial the system, with whatever practical modifications may be agreed upon, will be made permanent. The whole curriculum, together with the lecture course that has been established in connection therewith, has been devised on Catholic educational lines, and there has been no attempt to follow a public school system. The school board committee consists of: Archbishop Blenk, president; Prof. Hynes, secretary; Rev. G. Hild, C. S. S. R.; Rev. T. J. Welton, C. M.; Rev. J. O'Shanahan, S. J.

The Rev. Brother Joseph, Provincial of the Brothers of the Christian Schools, died on November 26, in New York City, of pneumonia. Brother Joseph, whose name in the world was Patrick L. Kenny, was born in Cleveland, Ohio, in 1857. He first taught in

### The Best Current Event Weekly

The ideal paper for current events and supplementary reading. The favorite for a generation past. Now combined with the Week's Current and published at the National capital in a much improved form, with many new attractions, at a reduced price, making it beyond comparison the best thing ever offered for school-room use—a moving picture of current progress. Adopted by reading circles etc., in various states. It tells a weekly continued story of the world's doings in a clear, impartial, interesting way; not dull or dry, but bright and crisp; no blue days for teacher or pupils where Our Times enters. Besides the news summary, it contains many instructive and entertaining general features, such as a chronicle of science; a page of puzzle problems, diversions, nature notes, things to make, etc.; outlines of debates (on any question you ask for); prize contests; original illustrations, maps, etc. You want the new Our Times without fail; it is the best and the cheapest; only 80 cents a year (40 issues) to single addresses down to 1 cent a copy in school clubs. Send only 15 cents NOW for trial 10 weeks' subscription and you will be delighted. Address "Our Times," Washington, D. C.

### WM. GAERTNER & CO.

5349 Lake Avenue, Chicago.

**High Grade Physical and Astronomical Apparatus.**

We have furnished our apparatus to the leading schools all over the world and it is always giving satisfaction.  
Send for Catalogues.

### BEST

facilities for supplying

American **BOOKS** German  
English Italian  
French Spanish

Catalogues free. Correspondence solicited

**LEMCKE & BUECHNER**

Established over 60 years.

32 West 27th St., New York.



SCHOOL DESKS



GLOBES



MAPS, ETC.

**L.A. MURRAY & CO.** SCHOOL FURNISHERS  
KILBOURN, WIS.

### GET OUR PRICES ON SCHOOL FURNITURE AND SUPPLIES.

We can save you money on equipment for all grades from kindergarten to high school. Our novel selling method gives us a decided advantage in supplying goods of trustworthy quality. We have in stock at our offices, complete assortments of **STANDARD GOODS**, including CHARTS, REPORT CARDS, CARD CATALOG CASES, DICTIONARIES, HOLDERS, BLACK-BOARDS, CLOCKS, FLAGS, ETC.

From our factory connections we ship direct to customers: **HEATING AND VENTILATING PLANTS, BOOK CASES, SCHOOL OFFICE AND LIBRARY FURNITURE, OPERA CHAIRS, WINDOW FIXTURES, ETC.**

**SPECIAL CATALOG AND NET PRICES ON REQUEST**  
IF YOU BUY IT FROM MURRAY ITS SURE TO BE RIGHT.

All shipments made promptly.



**L.A. MURRAY**  
AND A SQUARE DEAL



the schools of Baltimore; he was for five years perfect of discipline in Manhattan College, New York, and afterward became director of St. Peter's Parochial School. Later he went to Tooting College, London, where he was made Professor of History. On his return to America he was appointed General Inspector of the schools taught by the Christian Brothers in New York City, and shortly after was made director of La Salle Academy. In 1897 he became Provincial of the New York District, extending from Halifax to Detroit, the highest local position in his Institute.

**HOLY CROSS COLLEGE.**  
Worcester, Mass.

Conducted by the Jesuit Fathers—Oldest Catholic College in New England—Largest Catholic College in America. Magnificent beautiful location, new buildings, library, gymnasium and baths, modern equipment throughout. Board and tuition, \$250 per annum.

Bulletins of information on application to Rev. Thomas E. Murphy, S. J., President.

**COLLEGE OF ST. ANGELA (Ursuline).**  
New Rochelle, New York.

Half hour from New York, in the most beautiful section of the State. Extensive grounds, commodious buildings. All home advantages. Chartered by State to confer degrees.

**URSULINE SEMINARY**—Regular preparatory school. Catalogue on application. Address **MOTHER SUPERIOR**

**ACADEMY OF OUR LADY.**

Ninety-fifth and Throop Sts., Chicago, Ill. Boarding School for Young Ladies, conducted by the School Sisters of Notre Dame. Combining advantages of city and country. Commercial and high school. Courses together with Conservatory of Music and Art Studio. The Rock Island Railroad and various street car lines afford access to the Academy. Address **SUPERIORESS, ACADEMY OF OUR LADY.**

**Holy Rosary Academy**  
Corliss, Wis.

Conducted By the Sisters of St. Dominic. Boarding School For Young Ladies.

The Academy maintains seven fully equipped departments of study, each offering thorough courses: An Elementary Department; A Commercial Department; A Department of Expression; An Academic Department; A Conservatory of music; A Department Art; A Department of Economy.

For Catalogue apply to

**DIRECTRESS**  
Holy Rosary Academy  
Corliss, Wis.

**A Dann's Noiseless Blackboard Eraser** Postpaid for 10 Cts and a Pint Pkg. Rowles' Inkessence.

The above mentioned articles possess such exceptional merit that they are used in the schools of leading cities. Special offer is made to acquaint school people with the great merit of the goods.



Write for CATALOG and WHOLESAL PRICES of SCHOOL SUPPLIES and FURNITURE.  
**E. W. A. ROWLES,**  
255-255 Market St., CHICAGO.

Mother Teresa Austin Carroll, of the Convent of Mercy, Mobile, Ala., died Nov. 29 in her eightieth year. Mother Austin, as she was popularly known, was born in Clonmel, Ireland, entered St. Mary's of the Isle Convent of Mercy, Cork, 1854, and in 1857 came to New Orleans, La., where she was Superior of the Mercy Convents for many years. She founded numerous convents in Louisiana, Mississippi, Alabama and Florida, and peopled them with sisters whom she herself had secured. Her "Annals of the Sisters of Mercy" and some thirty other publications, biographical, historical, doctrinal, etc., are a monument to her energy and zeal as well as literary ability.

Mother Mary of the Cross, who, in 1868, founded the Australian Sisters of St. Joseph of the Sacred Heart, died at North Sydney, New South Wales. She established 106 houses of her community which now numbers 850 Sisters. They teach 117 schools with 12,409 pupils, and have charge of twelve orphanages and homes with 1,040 inmates. They are at work in every state of the Australian Commonwealth and New Zealand. Mother Mary was 67 years old and a native of Australia. She started her first community in a stable, and the children of the poor were made its special care, a rule she strictly kept.

Statistics gathered by Prof. J. G. Crabbe, State Superintendent of Public Instruction, show that there are 417,664 children of school age in Kentucky who are not attending school. The total number of pupils enrolled is 519,192, but the average daily attendance is only 311,192. That the number of children outside of school should exceed

the number in daily attendance is not encouraging to those who are looking for signs of educational uplift in Kentucky. It is an indication that the progress that is being made in eliminating illiteracy is not as rapid as it should be.

There are some other features of Prof. Crabbe's compilation that are not creditable to Kentucky. There are 7,282 white and 948 colored schools, but only 687 schools are taught for a term longer than six months. More than 3,000 teachers hold second-class certificates. More than 600 hold third-class certificates. Obviously the normal schools were not established any too soon. It appears that there are 740 log school houses remaining in the state.—Louisville Courier.

**THIS COUPON SAVES 33 1/3 Per Cent.**

Unless CATHOLIC SCHOOLS are series of CATHOLIC LITERATURE.

It cannot prosper. Standard Literary Selections, with its suggestive questions, explanatory and biographical notes, is one of the best helps to cultivate a taste for Catholic literature.

480 pages, medium 12mo, neatly bound.

Communities adopting the book as a class book, or persons sending orders with this coupon, will be entitled to a discount of 33 1/3 per cent on the list price of \$1.00. A. FLANAGAN & CO.

228 Wabash Avenue, Chicago.

**The PRACTICAL REFERENCE LIBRARY**

— and —

**The Practical Home Educator**

Five handsome volumes.  
Prepared as an aid to teachers.  
In large, clear, pleasing type.  
Fully and beautifully illustrated.  
In perfect harmony with modern methods of teaching and school requirements.  
It fills the everyday needs fully.

Write for sample pages and particulars to

**THE DIXON - HANSON CO.**  
315 Dearborn Street, CHICAGO



**Box Ball is the Game That Makes Young People Happy and Healthy**



Probably you have found through experience how hard it is to get children to take the proper amount of exercise. Mere gymnasts have little interest for children, while on the other hand their own amusements are often far too strenuous. It is in between these two extremes, work and play, that box ball has made for itself an important place. The game combines all that is required in exercise together with an interest that is more fascinating than that of almost any other game of childhood. It is not nearly so strenuous as bowling, because the balls are lighter and the runway is elevated from the floor to require less stooping. It is the very ideal of healthful and pleasant exercise for children.

**Costs But a Few Dollars to Install—No Expense**

Ordinary bowling alleys were very expensive, but this new style of bowling alley can be installed for only a few dollars. In fact you can make a small payment down and the remainder can be paid in monthly installments so small they will scarcely be noticed.

When the alleys are in there is no further expense. The balls are returned by gravity and the players set the pins with a lever, so no boy is needed. Besides this, the alley is so constructed that it can be moved from place to place very easily—placed outdoor in summer and indoor in winter.

Children simply go wild with enthusiasm over this new game. They form teams and clubs and willingly play as long as they may be allowed. Among schools where there is not room for basket ball or hand ball these alleys are immensely popular, as contests are often held and special events take the place of other games.

Write for our free booklet today. It tells all about this new game and also explains our easy payment plan. Send for this book at once. Address:

**AMERICAN BOX BALL CO., 2104 Van Buren Street, Indianapolis, Ind.**

# Directory of Supplies and Equipment

## ONE HUNDRED



copies of a letter, piece of music, drawing, or any writing can be made on a **Lawton Simplex Printer**. No washing. No wetting of paper. Send for circulars and samples of work.

The **HEKTOGRAPH CO.** 42 Murray St., New York  
59 Dearborn St., Chicago

## CRAYONS

THE "Standard" for quality, quantity, variety, economy, and satisfaction can be had only of the makers of the large lines of School and Commercial Chalk, Wax, Solid and Dustless Crayons of all kinds.

**THE STANDARD CRAYON MFG. CO.**  
Danvers, Mass.

**SINCLAIR**

**LAUNDRY MACHINERY**

**COMPANY**

MAKERS OF

**Reliable Laundry Machinery**

General Offices and Factory:  
216 to 224 No. Clinton St. CHICAGO

## STEEL CEILINGS

Safe, Sanitary, Fireproof, and Economical. Classic Beauty of Design. Easily applied over old plaster or wood. Ask for Catalog.

**ST. PAUL ROOFING, CORNICE & ORNAMENT COMPANY, ST. PAUL, U. S. A.**  
Makers of Skylights, Crosses, Roofing, Ventilators, etc.

## LEAFLETS

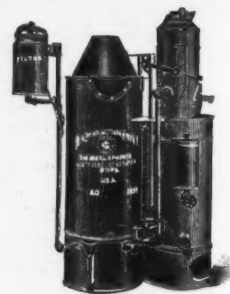
ARITHMETIC  
GRAMMER  
LANGUAGE

PHYSICAL TRAINING

\$5 per hundred

They help the Teacher.  
They interest the Scholar.

**THE BRITTON PRINTING CO.**  
CLEVELAND, OHIO



FOR lighting private and public buildings, or grounds use Acetylene, the most brilliant, steady, safe convenient, economical illuminant. It gives off but little heat, will not asphyxiate, is the easiest light on the eyes, yet powerful in dispersing darkness. The Ideal Epworth Generator is plain, simple, and durable, and satisfaction giving, and economical in price. Write us today.

**IDEAL EPWORTH ACETYLENE CO.**  
Johnstown, Pa. Waterloo, Iowa

## "Justrite" WRITING FLUID POWDER

This Powder makes a Writing Fluid equal to any sold in liquid form.

Writes a bright blue; turns a permanent black. Will not fade like the ordinary inks. It is the ideal ink for Banks, Offices, Business Colleges, etc., where the best grade of ink is required.

"JUSTRITE" BLACK INK POWDER makes a very good ink for ordinary letter writing or common school use. No FREEZING; No BREAKAGE OR LEAKAGE; No FREIGHT TO PAY.

"Justrite" Cold Water Paste Powder. This Powder makes a very good substitute for Libray Paste, costing only about one-fourth as much. Will not spoil; can be mixed as needed in cold water; no cooking necessary. Put up in sealed packages. Special inducements to School Boards and users of large quantities. Prepared by

**George Manufacturing Co.** (not incorporated)  
2025 So. Clark St., Chicago, Ill.



Squires' No. 3 Inkwell.

Our No. 12 has a very short neck and extends above the surface of the desk only one-half inch. It is provided with a cork stopper having an ornamental composition cap which is very neat and better than a rubber stopper.

We now make a **Fits-Any-Hole Inkwell**. It is air tight, good and cheap. See next month's Journal for other styles. Write for illustrated circular and prices.

**Squires Inkwell Co., Pittsburg, Pa.**



Squires' No. 12 Inkwell.

## Squires Inkwell Company

Undoubtedly our flush top inkwells are the best on the market and much more extensively used than any others. Our No. 3 fits the same size hole as does our No. 8, is finished in bronze, but will nickel when so ordered.

## FOR THE BEST

Consequently the cheapest  
(Not the Lowest Priced)

## Manual Training Equipments

Address

**W. G. TOLES COMPANY**

Department A

4034-4036 N. 42nd Court

IRVING PARK

Chicago, : : Illinois